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ABSTRACT

During the National Project for State Community Education Planning and Development, the following main activities were accomplished: (1) each state received (or was eligible for) a State Community Education Planning Assistance Award for developing or updating a 5-year state plan for community education (1988-1993); (2) a planning and training workshop and other training sessions were conducted for state planning facilitators from each state; (3) the status of each state's community education development was determined; and (4) a set of elements common to successful state planning and development efforts was defined and incorporated in a planning guide for state community education development directors. The elements identified were leadership, networking, legislation and funding, training and technical assistance, and community education identity and support. As a result of the project, needed reinforcement and revitalization of existing community education networks were provided, and the stimulus to expand to other groups with related concerns was generated. (Abstracts of state plans for community education are included in this report.) (KC)

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UNIVERSITY OF VIRGINIA

STATE COMMUNITY EDUCATION PLANNING PROJECT

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STATE COMMUNITY EDUCATION PLANNING PROJECT

EXECUTIVE SUMMARY

By
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Valerie Romney, Project Assistant, University of Virginia
Kim Biocchi, Project Consultant

BACKGROUND

Community education in the United States exists at varying levels of comprehensiveness and effectiveness. Several models of state presence have developed over time with no discernable pattern to indicate any one factor or group of factors that determine whether or not a state will be successful in its community education development efforts. This diversity is a result of the historical context in which individual states are responsible for educational development.

The Charles Stewart Mott Foundation has been a driving force in efforts to stimulate the planning and growth of the community education movement. In 1985, it sponsored the Community Education Endowment Planning Task Force. After two years of study focusing on identifying long-range strategies for sustaining the field of community education, the task force recommended maintaining a state-level presence in every state for capacity building in community education. In response to that recommendation, the Mott Foundation allocated funds to assess the current status of community education development at the state level and to identify a data base of factors common to states that are most successful in community education development.

The Mott Foundation selected the University of Virginia's Mid-Atlantic Center for Community Education to administer a three hundred thousand dollar grant, the National Project for State Community Education Planning and Development. The four areas of project activity were:

1. Provide an opportunity for each state to receive a State Community Education Planning Assistance Award for developing or updating a five-year state plan for community education (1988-1993).

2. Convene, in cooperation with the National Center for Community Education, a planning and training workshop for state planning facilitators from each state.

3. Determine the status of each state's community education development.

4. Define, in conjunction with the National Project Advisory Committee, a set of elements common to successful state planning and development efforts to be incorporated in a planning guide for state community education development efforts.

NATIONAL PURPOSE AND DIRECTIONS FOR COMMUNITY EDUCATION

The project was a timely one for the national community education movement. In 1987, after more than two decades of funding and development of the National Network of Community Education Centers, the Mott Foundation terminated its series of five-year funding cycles for state-level community education centers. Most states did not have an updated state plan and had not established a process or strategies to generate a state-level support plan for community education development.

NATIONAL PROJECT ADVISORY COMMITTEE

Preliminary activities involved the National Project Advisory Committee, composed of:

Organization/Agency	Representative
Community Education Endowment Task Force	Donald Weaver, Chair
National Community Education Association	William DeJong, Executive Director (resigned 12/88) Starla Jewel-Kelly, Executive Director (appointed 1/89)
National Association of State Department Community Educators	William Pounds, President (resigned 9/87) Jerry Thornton, President Elect (appointed 12/87)
Council of Chief State School Officers	Donna Schoeny, Special Projects
National Council of State Community Education Associations	Dennis Thompson, President Elect
Community Education Center Network	Phillip Clark, Director
National Center for Community Education	Duane Brown, Director
Charles Stewart Mott Foundation	Pat Edwards, Program Officer

The National Project Advisory Committee met twice, held three conference calls, and had more than sixty individual phone and CENET contacts during the year. One task of the committee was to develop and refine a set of elements believed to be important to successful state-level community education development. The identified elements clustered in five areas: leadership, networking, legislation and funding, training and technical assistance, and community education identity and support. Copies of the identified elements, a state planning guide, and other planning assistance materials were distributed to participating states during the project and served as a basis for state activities. (The elements and their specific indicators are outlined more fully in Appendix A.)

LEADERSHIP

Leadership was one of the five elements identified by the National Project Advisory Committee as important to state-level community education development. Because one dimension of the leadership indicator was the presence of a recognized community education position within a state, each state was encouraged to collaboratively identify a specific individual to serve as the state planning facilitator, and to name a state governmental or non-profit organization to serve as the fiscal agent.

Historically, the National Community Education Network has been represented by individuals from institutions of higher education (IHEs), state education agencies (SEAs), state community education associations (SCEAs), and local education agencies (LEAs), as well as by those representing national and special projects. The results of the selection process reflected this historical pattern and resulted in the identification of representatives from the following agencies:

State Agency Representation

	IHE	SEA	SCEA	LEA
State Planning Facilitators	10	26	9	3
State Fiscal Agents	12	20	13	3

Of the forty-eight state planning facilitators, thirty-three were personnel previously identified with the National Network of Community Education Centers. The fifteen "non-network" facilitators included nine state community education association representatives, six state education agency staff members, and two institution of higher education representatives.

During the planning period, and primarily because of job changes and employment moves, eight of the forty-eight state planning facilitators were replaced. In four states (Hawaii,

Idaho, Nevada, and Vermont), a state-level contact person emerged where none had been identified previously .

During the state planning process, approximately twelve states gained identified community education positions,, either by reassigning existing personnel or appointing new staff members to community education support positions. State education agencies accounted for eleven of the twelve gains; only one represented a higher education institution.

NETWORKING

Networking was another element identified as important to state-level community education development. The project had the greatest impact in this area, proving to be a positive stimulus on the intentional collaboration of state community education leaders for the purpose of developing and advancing needed and useful agendas for community education development. With one or two exceptions, each state with a community education agenda made significant networking advances. Collaborative planning and coalition building were frequent outcomes of the planning and involvement process.

LEGISLATION AND FUNDING

Legislation and funding in support of community education at the local and state levels was ranked highest in importance to state-level community education development in the national identification process. This element was addressed in more than thirty of the state plans.

During the first-year planning process, at least six states made gains in obtaining either new or expanded levels of state funding. The Georgia planning process resulted in passage of comprehensive state community education legislation and the appropriation of $1.5 million for community education is pending final approval. First-time legislation and funding were also achieved in South Dakota. In each case, the state plan provided the essential documentation and leverage for obtaining state-level funding.

TRAINING AND TECHNICAL ASSISTANCE

The fourth general element, training and technical assistance, addresses the need to provide educational opportunities for individuals and groups in order to enhance community education skill development and application. With the withdrawal of Mott Foundation funding, particularly to institutions of higher education, state-level training opportunities have declined rapidly. This decline is especially noticeable in inservice training opportunities and planned preservice training. The National Center for Community Education

in Flint, Michigan, is the only provider of year-round, regularly scheduled, short-term (two weeks or less) community education training opportunities.

The planning documents reveal a restructuring in the source of primary sponsors and providers of community education short-term training opportunities. State community education associations are being called upon to increase their role in planning inservice opportunities. States with community education funding and established state education agency positions are assuming the primary technical assistance role.

The withdrawal of Mott Foundation community education fellowship funding to institutions of higher education has created a void in planned and structured graduate study opportunities for an intact or cohort group. There is currently no known intact internship group. It appears that, in almost all cases, training offered in institutions of higher education consists of merely one or two community education classes. Florida is a notable exception in which state funding allocates one hundred thousand dollars for training and technical assistance provided by four institutions of higher education.

COMMUNITY EDUCATION IDENTITY AND SUPPORT

Community education identity and support was the final element identified as important to state-level community education development. With few exceptions, the state plans clearly address the need to enhance people's identity with and understanding of community education.

Community education, with beliefs and principles drawn from the areas of learning theory, human and organizational behavior, community development, community organization, and political and economic considerations, has faced identity problems that are likely to continue into the future. To present a comprehensive, intelligible view of community education to policy makers, school personnel, the private sector, and the public, many states have used the statements and principles outlined in <u>What Is Community Education?</u>, a brochure developed by the Mott Foundation Endowment Task Force. The brochure was used as a reference in over half of the state community education plans.

Another community education trend, that primarily surfaced in the 1980s and that was prevalent in the state plans developed during the state planning process, was the "issues orientation" in the use or application of community education processes and principles. Some state and local projects identified with community education are closely tied to issues, such as child care, parent education, literacy, substance abuse, unemployment, school volunteers, partnerships, and so on. One potential drawback to an issues orientation is that it diffuses the vision

of a comprehensive community education initiative. For example, in the sixties and seventies, community education often was identified as being involved only with adult education or recreation.

Regardless of past history, community education has demonstrated that the process of involvement, needs assessment, cooperative planning, and a variety of outreach activities can be readily adapted to efficiently address a host of human and community issues. To keep its identity, the community education process must have leadership that continually reinforces the understanding of its broad nature and versatility.

ADDITIONAL NATIONAL PROJECT ADVISORY COMMITTEE ACTIVITIES

In addition to refining the set of elements, the committee formulated the project design based on the following principles:

1. Broad dissemination of the announcement of the project to state education agencies, institutions of higher education, state community education associations, and other organizations with existing community education centers or projects.

2. Encouragement of state-level collaboration in each state's selection of a state planning facilitator and a state fiscal agent.

3. Avoidance of bureaucratic procedures in approval of state planning assistance awards.

4. Avoidance of prescriptive solutions for diverse state needs.

STATE COMMUNITY EDUCATION PLANNING ASSISTANCE

Because of the diversity in state presence for community education and based on the recommendations of the National Project Advisory Committee, there was broad-based dissemination of the announcement of the availability of five thousand dollar state-level planning assistance awards. In all, forty-seven states and the District of Columbia were funded, with only three states - Arkansas, Connecticut, and Rhode Island - declining to participate. New Jersey returned its planning assistance funds due to internal problems that resulted in little progress in the state planning process.

During the application and funds distribution stages of the project, Project Director Larry Decker provided state applicants with information and technical assistance. He also

assisted with state planning workshops in Kansas, Montana, Virginia, and Vermont.

A training session for the forty-eight state planning facilitators, co-sponsored by the National Center for Community Education, was held September 27-30, 1987, in Flint, Michigan. The elements identified by the National Project Advisory Committee as being important to successful state-level community education development were discussed, and procedural strategies for state plan development were explored. This State Planning Workshop was viewed as highly beneficial by the participants, who requested follow-up sessions.

As a result, the project sponsored a half-day State Planning Workshop for state representatives at both the 1987 and 1988 conventions of the National Community Education Association. Thirty-five states were represented at the 1987 Minneapolis workshop and thirty-two states at the 1988 Orlando workshop.

In the latter part of the state planning period, several states requested an extension for the completion of their state plans. In response, a one-month extension was granted to all participating states.

RESPONSIVENESS OF EXISTING COMMUNITY EDUCATION NETWORK

The project demonstrated the responsiveness of the existing state community education network. It capitalized on past investments in order to help renew the community education network and to promote a common agenda and focus among all participating states.

Forty-seven states and the District of Columbia requested participation in the project and accepted a five thousand dollar state planning assistance award. This represents the highest number of states requesting participation in a state-level community education project in the history of community education development, which has included national grant programs from both the Mott Foundation and the U.S. Department of Education.

During the pre-project planning process, many individuals expressed reservations and skepticism regarding the limited level of funding and expectations of state-level accomplishments. In reality, after years of investment, particularly by the Mott Foundation, the state community education networks were eager to participate. It is likely that without this modest funding, the established network of centers and communication links would have deteriorated quickly.

NATIONAL TELECONFERENCE ON COMMUNITY EDUCATION PLANNING

The National Teleconference on Community Education Planning was held June 9, 1988, as a joint effort of the Mid-Atlantic Center for Community Education at the University of Virginia and the National Cooperative Extension Center for Community Education at Virginia Polytechnic Institute and State University (Virginia Tech). The intended audience was state community education planning committees, state-level policy makers, directors of centers for community education development, and other interested individuals and groups.

Broadcast from the Virginia Tech campus, the teleconference involved twenty-seven downlink sites in twenty-two states. A six-member panel was available to answer questions phoned in from receiving sites to a toll-free number at Virginia Tech. Panel members included: William DeJong and Shirley Bryant of the National Community Education Association, Phil Clark of the National Project Advisory Committee, Charles Talbert of the Maryland Department of Education, and co-sponsors Steve Parson of Virginia Tech and Larry Decker of the University of Virginia.

The teleconference was intended to inform state planners about what was being done in other states and to broaden their perspectives on the national community education movement. During the program, Larry Decker updated the state planning project and reviewed the elements of success identified by the National Project Advisory Committee. Other panel members elaborated on those elements of success and provided suggestions for developing practical, action-oriented state plans for community education development. Suggestions included:

1. Development of state community education networks.

2. Definition and/or description of community education as it addresses specific problems or needs.

3. Legislative action.

4. Training and technical assistance initiatives.

5. Annual review and revision of overall plan.

6. Increased participation of minority citizens.

The teleconference concluded with a reminder that community educators need to be informed and connected as community education evolves nationally. A videotape was shown that highlighted programs across the country that use community education to address quality-of-life issues.

NATIONAL DATABASE ON STATE-LEVEL COMMUNITY EDUCATION DEVELOPMENT

An area of activity related to this project was the development of a database for state community education development. William Smith, National Community Education Association board member, served as the data collection coordinator with assistance from Burton Olsen of Brigham Young University, William DeJong of the National Community Education Association, and Project Director Larry Decker.

ADDITIONAL OUTCOMES

Throughout the project, there has been continuing communications with other national organizations interested in community education. Significant publicity has been generated through the efforts of organizations represented on the National Project Advisory Committee. As indicated above, the development of a database for state community education development was an important spin-off of the project and required the cooperative efforts of the Mid-Atlantic Center for Community Education and the National Community Education Association. In addition, Larry Decker was appointed as a member of the National Coalition of Leaders in Community Education, which held its first meeting in May 1988.

DISTRIBUTION OF PROJECT SUMMARY AND STATE PLANS

The Mid-Atlantic Center for Community Education summarized the documentation submitted by each state into a brief one-to-two-page description that will be distributed nationally. Kim Biocchi, former program assistant at the Mott Foundation, was retained to assist with drafting the state summaries.

One hundred complete sets of state plans were disseminated to state planning facilitators, the National Project Advisory Committee, and selected community education leaders. Individual state plan summaries are included in Appendix B.

CONCLUSION

The project, as conceived by the Mott Foundation's Community Education Endowment Task Force and as implemented by the states, was an important step forward for the community education movement. It provided needed reinforcement and revitalization of existing community education networks and the stimulus to expand to other groups with related concerns.

The project had a synergistic effect for the states engaged in creating individual state plans. The result was a common sense of purpose and direction and an increased community education focus both within and among the states.

CONTINUATION ACTIVITIES

The Charles S. Mott Foundation has approved a 1989-1990, one hundred fifty thousand dollar renewal grant to continue activities related to the project goals of state community education planning and development. Five types of activities are planned to continue the capacity-building momentum created by this project:

1. Use of the State Plans and Collected Data

   The state community education plans developed and the data collected constitute an important reference collection that provides the most comprehensive information available on the "state of the art" in state community education development. The state plans and data should be used as documentation to help promote the community education agenda and to influence policy making related to community education development.

2. State Community Education Implementation Awards

   In the individual states, planning is an ongoing process, and the state plan contains strategies and activities for implementing various sections of the plan. A competitive selection process to fund approximately twenty-five State Community Education Implementation Awards will continue to generate interest and momentum at the state level. The awards will focus on implementing the strategies related to what is to be done next and/or what needs to be done next to advance community education in a particular state.

3. Material Development

   Informational and training materials that advance the community education initiative at state and local levels are planned that will help extend the outreach activities of the state planning project. The two publications will be:

   - A special issue of the Community Education Journal, giving a background on state planning activities and focusing on the future.

   - A Community Education Reference Manual on Model Local and State Projects containing identified exemplary state and local community education programs that address community needs and special issues.

4. State Planning Institute and State Dialogue

   To continue the exchange of information among states an institute for state planning teams will be held in conjunction with the National Community Education

Association's 1989 Convention in Seattle. The project will also provide materials and participate in state-level community education planning activities sponsored by the National Center for Community Education and the National Community Education Association.

5. National Project Advisory Committee

   The committee will advise the project director on the continuation objectives and activities which further the development of the national agenda for state-level community education capacity building.

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STATE COMMUNITY EDUCATION PLANNING PROJECT

APPENDIX A

- State-by-State Indicator Chart
- Significant Elements in Community Education Efforts

STATE COMMUNITY EDUCATION PLANNING PROJECT
STATE-BY-STATE INDICATOR CHART

Five indicators (leadership, networking, legislation and funding, training and technical assistance, and community education identity and support) have been identified as being important for state-level community education development. The following state-by-state analysis provides an overview of the presence of the five indicators in each of the state plans.

The chart reflects the averaged ratings of a four-member committee. Each committee member read all the state plans and independently rated the presences of the five indicators in each plan, using a 3-point scale.

KEY: **3** = Indicator is mentioned in the state plan with substance and direction for implementation activities.
2 = Indicator is mention in the state plan.
1 = Indicator is not mentioned in the state plan. (Note: Absence of indicator in the state plan could mean (1) that indicator is already present in the state and does not need to be developed; or (b) that indicator is not a priority.
***** = State did not participate in the 1987-88 State Community Education Planning Project.
****** = Based on Earlier Plans: Alabama (1985), Maryland (1986), Mississippi (1982), North Dakota (1976), Pennsylvania (1981), South Dakota (1979 revised 1981), Utah (Position Papers 1976 & 1977), West Virginia (1976), Wisconsin (1979)

STATE	LEADERSHIP	NETWORKING	LEGISLATION & FUNDING	TRAINING & TECH. ASST.	CE IDENTITY & SUPPORT
Alabama **	2.75	3.0	2.75	3.0	2.75
Alaska	2.75	3.0	3.0	3.0	2.75
Arizona	2.5	2.5	2.5	2.25	2.75
Arkansas	*	*	*	*	*
California	1.75	2.25	1.0	1.75	2.0
Colorado	3.0	2.75	2.5	2.25	2.75
Conneticut	*	*	*	*	*
Delaware	2.25	2.5	1.5	2.25	2.25
Dist. of Columbia	2.5	2.75	3.0	2.0	3.0
Florida	3.0	3.0	3.0	2.75	3.0
Georgia	2.5	3.0	3.0	3.0	3.0
Hawaii	3.0	3.0	3.0	3.0	3.0
Idaho	2.0	3.0	1.5	2.75	2.25
Illinois	2.5	3.0	2.75	3.0	3.0
Indiana	2.5	3.0	2.75	3.0	3.0
Iowa	1.5	2.0	1.5	2.0	2.5
Kansas	2.25	1.75	1.5	2.0	2.5
Kentucky	3.0	3.0	3.0	3.0	3.0
Louisana	3.0	3.0	2.5	3.0	3.0
Maine	2.0	2.75	3.0	2.25	2.5
Maryland **	2.75	2.5	2.5	2.5	2.5
Massachusetts	2.75	2.5	1.0	3.0	3.0
Michigan	3.0	3.0	3.0	3.0	3.0
Minnesota	3.0	3.0	3.0	3.0	3.0
Mississippi **	3.0	2.75	3.0	3.0	3.0

STATE	LEADERSHIP	NETWORKING	LEGISLATION & FUNDING	TRAINING & TECH. ASST.	CE IDENTITY & SUPPORT
Missouri	3.0	3.0	2.5	3.0	2.75
Montana	2.5	2.5	1.5	2.5	2.25
Nebraska	1.75	2.0	1.75	1.75	2.0
Nevada	1.5	1.5	1.5	1.5	1.5
New Hampshire	2.5	2.5	2.5	2.25	2.0
New Jersey	*	*	*	*	*
New Mexico	2.5	2.5	2.25	2.5	2.0
New York	3.0	3.0	1.5	2.75	2.0
North Carolina	1.5	1.5	1.5	1.5	1.5
North Dakota **	3.0	3.0	3.0	3.0	3.0
Ohio	2.75	2.75	2.75	2.25	2.75
Oklahoma	2.75	2.5	3.0	2.75	2.75
Oregon	3.0	3.0	2.5	2.75	3.0
Pennsylvania **	2.5	2.75	2.0	2.5	2.75
Rhode Island	*	*	*	*	*
South Carolina	3.0	3.0	2.75	3.0	3.0
South Dakota **	3.0	2.5	3.0	2.5	2.75
Tennessee	1.75	1.75	1.125	2.25	2.25
Texas	3.0	3.0	3.0	3.0	3.0
Utah **	2.75	2.25	2.75	2.0	2.75
Vermont	2.25	2.5	1.75	2.0	2.0
Virginia	2.75	2.75	2.0	3.0	3.0
Washington	2.5	3.0	3.0	2.0	2.25
West Virginia **	2.75	2.75	2.75	2.25	3.0
Wisconsin **	2.5	3.0	1.75	2.25	3.0
Wyoming	2.5	2.25	1.75	2.5	3.0

NATIONAL PROJECT FOR STATE COMMUNITY EDUCATION

PLANNING AND DEVELOPMENT

SIGNIFICANT ELEMENTS IN COMMUNITY EDUCATION DEVELOPMENT EFFORTS

The following elements, developed/refined by the National Project Committee, are believed to be important to successful state-level community education development. These elements cluster in five areas: leadership; networking; legislation and funding; training and technical assistance; and community education identify and support. The elements and their specific indicators are defined as followed:

LEADERSHIP: People with a vision of community education who have the capability of motivating others in the development of community education

Indicators:

* Acknowledged spokespersons for and advocates of community education on the state and local level
* Recognized community education positions within the organizational structure of state departments, state associations, institutions of higher education, and local school districts
* Existence of a state plan for community education
* Acknowledged citizen/private sector advocates for community education
* Public endorsement(s) of community education by elected officials
* An awards process which recognizes outstanding achievement in community education
* Community educators in policy-making positions

NETWORKING: The intentional collaboration of state community education leaders for the purpose of developing and advancing needed and useful agendas related to community education development

Indicators:

* Scheduled meetings among state department, state agencies, and institutions of higher education on a regular basis

* Planned collaborative projects/events among state community educators

* Shared projects/events/facilities/personnel/etc between and among local school districts

* Developed, on-going communications between community education entities and other state organizations

* Coalitions formed around special issues/events

* Private sector involvement

* Interstate planning and collaborative efforts

LEGISLATION AND FUNDING: Legislation and funding in support of community education at the local and state level

Indicators:

* Legislation and/or funding to assist local districts to provide comprehensive community education programs and services

* Legislation and/or funding to assist local districts in employing community education leaders

* Legislation and/or funding to provide training and technical assistance

* Legislation and/or funding to employ community education leaders within the state education agency

* Legislation to allow local districts to generate funds in support of community education

* Legislation and/or funding in support of a state advisory council for community education

* Legislation and/or funding to support generation of funds from the private sector

* Legislation and/or funding of community education programs and services that address significant community problems (ie, at-risk youth, literacy, child-care, unemployment)

* Funds to support ongoing community education policy-development and legislative action

* Funds to support on-going community education advocacy initiatives

TRAINING AND TECHNICAL ASSISTANCE: Provision of educational opportunities for individuals and groups to enhance community education skills development and/or application of skills

Indicators:

* Consulting services

* Academic courses in community education

* On-going community education monitoring and evaluation

* Advisory council effectiveness training

* State participation in national conferences on/or related to community education

* Annual state community education conferences

* Planned pre-service opportunities for community educators

* In-service opportunities for community educators

* Planned community education opportunities for groups other than community educators

COMMUNITY EDUCATION IDENTITY AND SUPPORT: Development of a strong community education presence, identified by the visibility at state and local levels

Indicators:

* Existence of local community education programs

* Increases in numbers of local community education programs

* Familiarity with and understanding of community education by policy makers, school personnel, the private sector, and the public

* State Board of Education policy on community education

* Resolutions supported by the governors, legislatures, state boards, school board associations, PTA and municipalities, parks and recreations agencies, community-based organizations, etc

* Public relations strategy for community education

* Involvement of state task forces or special committees in community education

* Inclusion of community education priorities and concerns with other educational agendas

STATE COMMUNITY EDUCATION PLANNING PROJECT

Individual State Plan Abstracts

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ALABAMA

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The major objectives of the planning process for the Alabama Community Education State Plan were to revise and update its existing plan and to make other key groups in the state aware of that plan.

Two specific efforts were undertaken to increase awareness of the plan and to solicit input from other significant groups. The Alabama plan is essentially a funding plan for community education development. Following two meetings with legislators to discuss the plan, both community education and the state plan were funded through a planning assistance grant.

The second major area of effort was the review of the current state plan. In June 1988, approximately eighteen members of the Alabama Community Education Association met to discuss the plan and to make revisions where appropriate.

The goal of the Alabama Community Education State Plan is to develop community education programs in each local school system, thus promoting stronger school community relationships and bringing parents and other citizens into the public schools. To this end, the state plan will:

- Provide the Department of Education with a systematic and comprehensive process to encourage, provide direction to, and assist local educational agencies in developing and establishing community education programs.

- Serve as a guide for the department in funding local education agencies to maintain, develop, and establish community education programs.

- Serve as a means to involve institutions, groups, and individuals in the assessment, planning, implementation, and evaluation of community education at the state and local levels.

At a meeting in June 1988, the planning group decided that this was not a politically advantageous time to press the State Board of Education for acceptance of a revised state plan for community education. The state board will print and distribute the revised plan when it is approved. The planning group does feel, however, that the planning process and subsequent plan revisions have increased awareness and understanding and have created a sense of ownership that will help make the plan a reality throughout the state.

ALASKA

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In the summer of 1987, Alaska became part of the Community Education Planning Assistance Program. In keeping with the intent of the program and as a matter of course for community education in Alaska, representatives from the three focus organizations -- the Alaska Association for Community Education (AACE), the Department of Education-Community Education Unit (DOE), and the Alaska Center for Community Education at the University of Alaska Southeast -- met to discuss their options.

Several considerations (i.e., distance/travel, communications, time) went into the design of the Alaska plan as it differed from the national norm. Based on the seven-step model presented at the planning session held in Flint, the group devised an agenda suitable for Alaska:

- Identify a core planning committee.
- Establish at least two planning sessions.
- Disseminate the goals and objectives for review by the committee and various community educators throughout Alaska.
- Process the returned information and develop a five-year plan.
- Begin implementation of the plan.

While statewide economic recovery is under way, Alaska never will return to the "boom" years that followed development of oil on the North Slope. Given current fiscal conditions within the state, the survival of community education and community school programs is contingent upon developing a broad base of support at the local service level. Thus, the purpose of the Alaska state plan is to guide the continued development of community education programs, services, and activities at the neighborhood school level where those influenced by decisions have a role in making those decisions.

The emphasis in Alaska community education programs should focus/refocus on the following components as they respond to locally defined needs.

Local Community School programs will:

- Reemphasize the vital purpose of various needs assessment processes.

- Reemphasize the role of community councils in developing and conducting programs and services that respond to identified needs.
- Achieve a balance between programs (classes, etc.) and activities that respond to locally important issues.
- Reemphasize the role of volunteerism and participation in community affairs.
- Develop skills to inform their communities about programs and services.

The Department of Education will:

- Support local community school programs in reemphasizing the development of innovative programs and services based on local needs and the ability of localities to respond to those needs.
- Encourage local community school programs to be flexible, for it is vital that they adapt to the wide range of community settings in Alaska.

The Alaska Association for Community Education should:

- Expand its membership and range of services to include council members and community volunteers.
- Develop a systematic marketing program that highlights the unique services, programs, and contributions of individual community school programs.

In addition, the Alaska state plan identified the following goals:

- Training opportunities in community education will be made available to community school staff, council members, and other interested persons.
- Community school councils must be developed or revitalized to maintain and improve the local community education program.
- Each program should develop a stable and secure funding base which will include state and local sources.
- The community education program should help to establish and maintain a statewide network of interprogram communications, referrals, resource sharing, training, and peer support.

Alaska

In Alaska, three issues will have a major impact on the process: (1) an over 80 percent decrease in state support of community school programs resulting from the reduction in oil revenues to the state; (2) the magnitude of distance; and (3) adoption of a national model to meet Alaskan needs.

The planning committee determined that the five-year plan should be devoted to a "back-to-basics" and "survival" operation. To that end, the Alaska plan contains goals and objectives, basic premises, and an emphasis on local identity.

Implementation will depend on four groups: the Alaska Association for Community Education, the Department of Education, the Local Community School Programs, and the Alaska Center for Community Education. Emphasis will be on local commitment of both money and concept. There needs to be a "buy-in" by local boards of education, cities, and villages to amass enough resources to rebuild and/or establish a quality community education program and process. This type of commitment is "revoluntary" in Alaska — in a state where 90 percent of everything comes from state coffers.

ARIZONA

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Thirty people representing local community education programs, state agencies, organizations, and businesses met six times to develop the framework for this plan, which is entitled "A Community Education Plan for the State of Arizona." While the purpose of the plan is to provide the Arizona State Department of Education and related organizations with a systematic and comprehensive process to encourage, to provide information and direction to, and to assist local agencies in expanding and developing community education programs in Arizona, it is also a process for involving community representatives in identifying community needs and mobilizing community resources to meet those needs. To this end, the Arizona State Plan Task Force developed a four-stage plan preparation process:

- Development. Six meetings were held to: provide background information; decide on issues facing Arizona education; develop objectives and activities for each goal; and follow-up on implementation of activities to reach goals.

- Validation. Four regional meetings were held to test the procedures as well as to obtain input for community education planning locally and statewide.

- Approval. The plan was Accepted by the State Board of Education on August 29, 1988.

- Implementation. The plan was distributed statewide, and the task force sought approval, support, and direction from the state superintendent's office.

The need for community education is reflected in its ability to address and find solutions to the current issues and concerns facing communities and the state. Community education directors and community members were asked to complete a statewide survey on critical issues facing communities today. After reviewing the responses to the survey, input received at regional meetings, and considerable discussion, the Arizona State Plan Task Force identified the goals for its community education plan:

- Provide an adequate level of funding for education in Arizona.

- Identify and meet the needs of Arizona's at-risk population.

- Provide opportunities for lifelong learning to meet the changing demands of society.

- Assure quality care for all children in Arizona.
- Provide opportunities for people to acquire the literacy skills needed to help them function more effectively in society.

The plan provides additional information on each issue and formulates issue specific plans of action including objectives, activities, and, most importantly, organizations responsible for providing assistance in specific areas and for specific segments of the community.

On August 29, 1988, "A Community Education Plan for the State of Arizona" was presented to the State Board of Education. After a brief discussion, the state board voted to accept the plan and referred it to the state superintendent for implementation. The board chose to "accept" rather than "approve" the plan, as it contained some budgetary items to which it did not wish to be committed at this time. The task force continues to urge the board to adopt the plan. In implementing the plan, the primary role of the board will be to provide leadership in designating a convener of agencies, institutions, and organizations to collaborate in identifying needs and finding resources to meet those needs. And through its implementation, people of all ages will have increased opportunities to participate in educational programs, which in turn will improve the quality of life in their community.

CALIFORNIA

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Community education/community involvement in California is a school-based process that links the people and resources of schools and communities in order to provide for the lifelong learning needs of every segment of the community. The process develops partnerships between schools and businesses, agencies, senior citizen and community groups, and the home, all working to identify mutual needs and share decisionmaking.

In a series of meetings held in various parts of the state, the Ad Hoc Task Force for Community Involvement in California Schools -- represented by diverse educational organizations and agencies, as well as various school districts and county offices of education -- identified priorities, defined the role of community education within the state, and gained statewide coordination and support as part of a five-year plan for community involvement in California's public school system.

The plan's mission is to establish statewide coordination, communication, and support of community involvement efforts in improving and restructuring California's educational system. To accomplish this mission, the task force established the following goals:

- Support a process of community involvement at local levels and provide coordination at the state level.
- Enhance student success in school.
- Enhance teaching as a profession.
- Enhance opportunities for adult literacy and intergenerational education as part of the lifelong learning process.

The state of California, due to its geography and size of population, has many agencies, systems, and departments all working to meet the goals and needs of constituents. No comprehensive statewide plan addresses and coordinates issues and concerns as they surface. However, through coordinating activities planned through 1993, the community education network has begun a consolidated effort to address the educational needs, goals, and priorities of the state.

COLORADO

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Community education as a tool for school/community interaction has taken on a new meaning in the state of Colorado with passage of the 1988 School Finance Bill. HB 1341 directs schools to increase emphasis on parental and community support and involvement in the educational system. As a result, the State Board of Education passed a resolution requesting the development of a proactive state plan for community education -- a plan that will coordinate and provide leadership in an endeavor to utilize all available resources.

Following several meetings, the steering committee developed the Colorado Commitment to Community Education, which consists of the following goals:

- Assist communities in realizing the potential of the community education process.
- Research successful programs throughout the nation, and coordinate the exchange of information between communities.
- Help communities in the planning, development, and implementation of community education models.
- Coordinate efforts in solving major economic, social, and educational issues facing local communities and the state (i.e., economic development, early childhood education, at-risk youth and dropouts, adult literacy, and educational partnerships).

To ensure the success of this commitment, a three-year plan of implementation was established.

First Year

The State Community Education Advisory Council will provide communities in Colorado with the leadership necessary to create an environment that motivates citizens of all ages, occupations, and cultures to be a part of the community education network.

The Council will compile a set of guidelines from successful community education efforts throughout the nation and develop an information baseline regarding quality community education projects.

Materials will be developed to educate Colorado communities and to support their efforts in community education (i.e., manuals, videos, training and workshops, etc.).

Statewide priorities will be identified and local communities will be assisted (1) in conducting their own needs assessment including the appointment of Colorado Department of Education staff to provide leadership in implementing objectives and (2) in developing recognition and support mechanisms to ensure continued involvement.

Second Year

The Council will review support materials developed during the first year and make recommendations for appropriate revisions. Based on an assessment of progress during the first year, a growth plan and strategies for future years will be designed. The Community Education Advisory Council also will identify its own priorities and forward recommendations to the State Board of Education.

Future state planning needs will be determined from the collected individual community assessments. Again, recognition and support mechanisms will be developed to ensure continued involvement.

Third Year

The year will begin with an evaluation of the progress made by participating communities.

The Council will encourage participation by uninvolved communities and will assist them in accessing resources and implementing community education strategies.

Recognition and support mechanisms will be developed further to ensure continued involvement.

Finally, the existing state plan will be reviewed and expanded for future use.

The Colorado State Plan for Community Education was approved by the State Board of Education on June 9, 1988.

DELAWARE

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The Delaware Community Education State Plan was prepared as a collaborative effort among the Delaware Department of Public Instruction (Office of Adult Education), the Delaware Association for Adult and Community Education, and the Center for Community Education at the University of Delaware. Following four meetings, ideas, suggestions, and mission and goal statements were developed. A consultant in community education wrote the plan based on this input.

To meet the changing demographics and societal needs in the state, the purpose of the Delaware Community Education State Plan is to develop a five-year plan of action. The plan focuses on desired outcomes in terms of enhancing community life and expanding access to a broad range of services and activities designed to meet the lifelong learning needs of all members of Delaware communities. To this end, the following goals have been established:

- Deliver educational, economic, recreational, and human services that meet the needs of all members of a community throughout the state (i.e., literacy, career counseling and education, dropout prevention, parent education, early childhood education, housing and the homeless, seniors).

- Promote and provide opportunities for volunteerism.

- Spearhead collaborative efforts through citizenship involvement, interagency partnerships, and coalition building with the private and public sectors to (a) address lifelong learning needs, and (b) deliver comprehensive and efficient services to all members of the community.

The plan is being disseminated for review, input, and timeline completion, as well as agency approval. In March 1989, the Delaware Association for Adult and Community Education Conference will highlight the Delaware Community Education State Plan.

DISTRICT OF COLUMBIA

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The District of Columbia Public Schools operates 14 community schools under the direction of four regional assistant superintendents. The Division of Career and Adult Education provides general oversight of the educational programs in the community schools and technical assistance for program development and implementation. Objectives of the community schools are as follows:

- Promote community education which enhances the pre-K through 12th grade components of the school system through educational, recreational, and cultural activities.

- Serve the community as a linking agency through which community centers, government agencies, and community service organizations may work collaboratively to provide educational, recreational, cultural, social, and health services.

- Develop and organize community school advisory councils enabling citizens to assess their needs and interests, plan programs to meet those assessed needs, evaluate results, and make recommendations to appropriate policy-making bodies.

The District of Columbia Public Schools State Plan for Community Education embraces the philosophy that the community education process is successful because of the commitment of the people involved. In planning, developing, and implementing community education programs and services, administrators addressed the following components:

- Pre-K through 12th grade instructional programs;

- Programs for children and youth;

- Adult programs; and

- Coordination and delivery of services.

The plan will foster increased cooperation and collaboration between agencies and organizations. The implementation process will include allowances for additional support from public and private organizations to reach the objectives.

The State Office For Community Education will provide leadership, direction, and technical assistance for the development and implementation of programs in community education for children, youth, and adults which

are to meet the identified needs of persons who reside in the District of Columbia, as well as to augment the K-12 instructional program.

The State Education Agency for Community Education will provide the leadership, through the expansion of community education programs, both in collaboration with other related community and human services organizations and in accordance with the needs, interests, and concerns of the community.

To ensure maximum involvement of the community in the development and implementation of community education programs, the state educational agency will be assisted by the State Community Education Advisory Council. The council will:

- Provide leadership in the development of community education in the District of Columbia.
- Foster and maintain public confidence in community school education programs and public education.
- Assist in interpreting to the public the problems, functions, needs, and progress of community education.
- Advise the state education agency on the development of the state plan.

The local education agency, under the direction of a representative from the superintendent's office, is responsible for the organization, administration and evaluation of all community education programs and services. A community school program shall offer educational, recreational, health care, cultural and other related community and human services. The implementation of community education programs will be the responsibility of school principals and assistant principals of the community schools.

FLORIDA

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The planning process for the Florida State Plan for Community Education began in September 1987 with the appointment of a steering committee. This committee, composed of representatives from the Department of Education, the Centers for Community Education, the Florida Association for Community Education, and the Florida Community Education Foundation, established timelines and activities for the development of the plan.

The future will inevitably bring growth and change in Florida; however, the effects that these changes will have on the state are still to be determined. The critical problems identified in the plan (i.e., crime, education, at-risk youth, "graying" population, and health) are of staggering proportions. The competition among agencies for diminishing human, financial, and physical resources dilutes the quantity and quality of attention available to any one problem.

ONLY through the combined efforts of all stakeholders can problems be solved. Community education is the logical process for bringing people together to solve community problems -- problems that, if unchecked, will increasingly reduce the quality of life for all Floridians.

To address these problems, the following goals for community education have been established:

- Institute effective, comprehensive community education programs and services in each of Florida's 67 counties.
- Provide training for all Florida's community education leaders so that they can serve their communities more effectively.
- Increase public, institutional, and legislative awareness of and support for community education.
- Conduct research and develop position papers on issues related to various aspects of community education.
- Facilitate actions whereby every new school constructed in Florida will be designed as a "community school."

Providing programs and activities to meet the needs of Floridians is a monumental job. The success of this plan depends on two elements: (1) the extent to which community education leaders provide activities and programs that address critical community issues, and (2) the extent to

which those programs and activities actually improve the quality of life for Floridians. Again, success depends on the cooperative efforts of all the stakeholders in Florida's future.

GEORGIA

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During the 1988 legislative session, the Georgia General Assembly passed the Community Education and Development Act (Act 1441, effective July 1, 1988). Utilizing the resources of local school systems, community education programs have been successful in helping communities address problems such as unemployment, adult illiteracy, vocational training, teenage pregnancy, and drug abuse. Further, by placing state administration of the program in the Department of Community Affairs (DCA), community education will complement the department's other community activities and allow for true integration of education into a community's overall development plans.

Georgia's community education program is a developmental program designed to coordinate school and community learning resources with local community needs. The overall goal of the program is to help both citizens and communities strengthen their capacities for continual or lifelong learning. This goal will be accomplished, in part, through local community education efforts which offer coordinated community learning and human services programs to the community's children, youth, and adults.

The coordination and leadership for developing community education programs are responsibilities shared by the State Board of Education and local boards of education in communities throughout the state. Each unit has a specific role. The state educational agency, acting for the State Board of Education, will develop leadership plans and policies to promote strong school-community relations. Local education agencies will identify the learning and human services needs of local citizens and will plan, develop, and implement community learning and service programs to meet those needs. And, the general public, as a by-product of developing community education programs, will see strengthened school/community relationships.

The focus of education must shift to ensure that all of Georgia's citizens are prepared to cope and deal with a changing world. Emphasis must be placed on training the state's children and youth for survival in the real, adult world. Because education no longer can be completed during an individual's youth, educational opportunities must be available throughout one's lifetime. One way to move toward an emphasis on lifelong, adult learning is through community education programs which serve a dual purpose: (1) to strengthen the K-12 schooling opportunities for children and youth and (2) to strengthen adult learning opportunities for lifelong learners. Community education thus becomes a vehicle by which the relationship between the school and community can become a true learning and service partnership.

Georgia

Georgia's community education plan is designed to help citizens and communities strengthen their capacities for continual or lifelong learning and human services opportunities. Such learning and human services resources are combined in a comprehensive program to provide for the human development of Georgia's children, youth, and adults. To that end, the plan will:

- Assist local school systems in strengthening their relationships with the larger communities from which they derive their support.
- Assist local school systems in the effective use of community resources to enrich and supplement the regular instructional programs.
- Assist local systems and communities with the planning, development, and implementation activities needed to initiate local community education programs to serve the children, youth, and adults of Georgia.
- Encourage coordination of services and resources available from public and private agencies.
- Review the learning needs of Georgia's citizens through an annual needs assessment.
- Assist local school systems in expanding the use of public school facilities and resources to serve local community learning and service needs.

HAWAII

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The Hawaii State Department of Education, the Hawaii Community Education Association, and the Center for Adult and Community Education Development at the University of Hawaii-Manou are the three agencies which have sparked and spearheaded the efforts to develop a five-year community education plan. The purpose of the plan is to guide the development of community education in Hawaii for the next five years. To facilitate planning and development, a state community education development plan advisory group was organized. Its tasks were to provide broad directions and input to the developers of the plan.

The mission of community education in Hawaii is to foster a sense of caring among people in order to enhance the common good. The community education process includes development of personal learning networks, encouragement of participatory problem solving, empowerment of people to help themselves, networking of community resources in meeting human development needs, and, in general, the promotion of lifelong learning. Thus, providing such opportunities for lifelong learning becomes the responsibility of all community agencies and members.

The goal of the Hawaii Community Education Development Plan is to promote optimal development of community education in the state. The specific objectives are as follows:

- Promote leadership in community education by nurturing those with a vision of community education who have the capability of motivating others in its development.
- Promote partnership and networking among community education leaders in order to develop and advance agendas related to community education development.
- Seek legislation and funding in support of community education in Hawaii at all levels of the community.
- Provide training and technical assistance for individuals and groups to enhance community education skills development and/or application of such skills.
- Develop strong identity and support for community education at local and state levels.

IDAHO

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The Idaho State Plan for Community Education Development is the result of a collaborative effort which involved a lengthy process using the past and present experiences of community residents and community education leaders to envision their future and improve life in their communities. It is intended to provide a common focus for present and future efforts in the creation of the evolving potential of community education in Idaho.

The goals and objectives selected for community education in Idaho are as follows:

- Identify and establish information networks based on interests and needs. The networks, to be established in each region, will facilitate the exchange of information, sharing of resources, cooperation, knowledge and skill development, delivery of technical assistance, and accessibility to support for individual communities and programs.

- Promote awareness of "nuts and bolts" issues and solutions at the community level. A statewide newsletter will profile community projects and programs, identify resources, and, in general, share information related to community education development.

In addition, community residents and educators who collaborated on the plan compiled their individual ideas for the future of community education in Idaho (e.g., alternative forms of education and learning, opportunities for individual growth and development, intergenerational learning opportunities, vocational choices, self-sufficiency, interchangeability of the teacher/learner role, resolving conflicts, and community development).

Those who developed the plan saw community education as benefiting both the individual and the community in special ways. For the individual, community education will provide opportunities for increased vocational flexibility, not only by making available new information about skills and vocational choices, but also by exposing the individual to the options of job sharing and alternative ways of working and learning. For the community, it will enhance the community's ability to create and adapt to change as it shapes its own future. Community education will match needs with resources and avoid duplication of services and the consequent waste of human and financial resources.

ILLINOIS

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The five-year State Plan for Community Education Development in Illinois is the product of an extensive planning process designed to gather the best information and thinking available and reflect on the major interests and concerns of communities throughout Illinois. The concepts and practices of community involvement and interagency collaboration were integrated within the developmental and implementation phases of the plan and its implementation will require the participation of citizens and the collaborative efforts of numerous agencies and organizations. Thus, the State Plan for Community Education Development in Illinois reflects the recommendations, needs, wants, and interests of both providers and consumers of educational, governmental, cultural, recreational, and human service programs throughout Illinois.

Based on guidelines set forth by those involved in its development, the plan has two phases which will be in place continuously for the next five years. Phase I includes developing awareness and leadership and Phase II includes citizen involvement, training, assessment, coordination, and programming. The expected results are improved utilization of resources leading to increased opportunities for local residents to identify and meet their individual and common needs and wants, as well as to work toward solving community problems.

While the plan focuses on the needs and aspirations of communities throughout the state, it also will enhance an individual's understanding of the function of involvement and collaboration in the decisionmaking process and will foster the development of community education at the local level. To ensure the plan's success the following goals will be achieved:

- Promote community education among nine state and local organizations, agencies, associations, groups, and individuals.
- Advocate the community education process to link and strengthen community groups.
- Promote and publish research related to the community education model.
- Encourage citizen participation in public policy decisions and in the legislative process affecting community education.
- Promote, assist, encourage, and recognize community education programs and personnel.

INDIANA

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The State Plan for Community Education in Indiana is the result of efforts by 40 educators, social agency personnel, business people, government employees, and other representatives of state and local constituencies. In addition, approximately 50 citizens and leaders in Indiana provided input and feedback as the plan was developed.

The purpose of the plan is to provide a basic framework for the development of community education within the state. The plan is intended to encourage and assist every community in Indiana to improve the quality of life for its residents through the application of community education principles and processes. Specifically, the plan will:

- Serve as a guide to local communities to assist them in planning, initiating, implementing, and improving local community education projects.
- Serve as a guide to agencies, organizations, institutions, and businesses that provide statewide, regional, or local services and who want to adopt community education and participate in state and/or local community education initiatives.
- Provide the background philosophy and foundations that lead to practical applications of community education development.
- Specify statewide goals and strategies for developing a state presence and support system for community education, including enabling and funding legislation.

The following goals delineate the specific intentions in the five-year development of an extended Indiana presence for community education. By 1994:

- An ongoing community education awareness, understanding, and promotion campaign will be targeted toward Indiana citizens, educators, and state and local officials.
- A community education viewpoint will be reflected in the mission statements and policies of all appropriate state agencies.
- Institutions of higher education will make a commitment to community education by offering courses and encouraging research related to community education programs, processes, issues, and philosophy.

- State legislation will provide support and incentives for state and local community education development, including provisions for funding, consistent with this state plan.
- A cadre of community education professionals, identified by the Indiana Department of Education and the state association, will be available to local communities to assist in the development, implementation, and evaluation of community education.
- Leadership development programs will be available to each county or community in Indiana.
- A community education component will be built into leadership training programs for principals, school board members, superintendents, and other appropriate community leaders.
- Appropriate lifelong educational opportunities will be available within a reasonable distance to citizens in all Indiana communities.
- Fifty communities which are representative of urban, rural, and other demographic components of Indiana will be recognized as having comprehensive community education programs in operation which exemplify the concepts and principles outlined in this planning document.

In addition, local program emphases (i.e., partnerships, collaboration, citizen involvement, community improvement and development, and lifelong learning programs) are recommended by the State Community Education Planning Assembly to communities that intend to operate a comprehensive community education program. The ultimate purpose of this plan is to ensure that Indiana communities, large and small, have every opportunity to adopt the philosophy, create the local vision, develop the processes, and receive the benefits of community education.

IOWA

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Several planning processes were implemented in developing a Community Education State Planning Process for Iowa: (1) an assessment of the total membership and services of the Iowa Community Education Association; (2) a comprehensive survey in Area Education Agency Region 7 (Cedar Falls-Waterloo area) to determine local community education awareness; (3) the development and publication of "The First Dozen Years: A History of Community Education in Iowa"; and (4) the development of an action plan or "plan for planning" a five year Iowa State Plan for Community Education.

As a result of the planning processes, the Community Education Office at the Department of Education determined that the creation and subsequent approval of a formal state plan by the state board of education would advance the community education concept into more local districts. With that in mind, it was further determined that the state plan should include the following strategies:

- Plan systematically and dynamically to meet diversified needs;
- Work cooperatively to develop programs and services that address those concerns;
- Act collaboratively to deliver services;
- Engage in ongoing analysis of program and services; and
- Respond to changing needs of services.

KANSAS

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Although the concept of community education is relatively new in Kansas, a wide variety of agencies have been involved in implementing community education programs. Community education programs in Kansas are sponsored by public schools, libraries, city governments, and community colleges. Although differences as to the definition of community education are often a stumbling block, the wide variety of successful programs is a distinct strength of the community education movement in Kansas.

On July 29, 1988, the State Advisory Council for Community Education hosted a one-day meeting to assess education needs as perceived by the twenty-four participants who represented both the state and local levels of education. One of the major points of the participants was to change the name of the plan and program from "community education" to "community-centered education."

The basic purpose of the five-year state plan for fiscal years 1989-1994 is to convey information to all parties interested in understanding the process of developing home/school/community involvement as practiced in Kansas. The following goals and objectives are established to direct the State Department of Education in implementing community-centered education:

- o Promote the concept of community-centered education at the local, state, and national levels.
  - — Develop, maintain, and support contacts between Kansas and national organizations that promote community-centered education.
  - — Increase the level of awareness of the general public.
- o Provide leadership in the development of the community-centered education process.
  - — Maintain and support the State Advisory Council for Community-Centered Education.
  - — Assist in local needs and resource assessments.
  - — Encourage communities to adopt community-centered education.
  - — Provide training and technical assistance.

- Disseminate information about functioning community-centered education programs to all communities in Kansas.
- Develop and maintain a statewide clearinghouse.
- Promote citizen involvement.
- Promote cooperation among all agencies involved.
- Evaluate the overall quality of community-centered education in the state.

KENTUCKY

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The Kentucky State Plan for Community Education was developed through collaborative efforts of the Department of Education, the Kentucky Community Education Association, and the Kentucky Council for Community Education. A joint steering committee has prepared a plan designed to institutionalize community education in Kentucky through involvement of the State Department of Education, local schools, and the total community.

The Kentucky State Plan goals are as follows:

- Advance the understanding of the concept of community education by the citizens of Kentucky through increased awareness, networking, and public relations efforts.
- Develop funding and legislative initiatives that will assure the permanence of community education in Kentucky.
- Implement a comprehensive training plan that will provide education and direction for individuals and groups at all levels.

The Kentucky Department of Education, Division of Community Education will be responsible for implementing the plan in collaboration with the Kentucky Council for Community Education, the Kentucky Community Education Association, and representatives of higher education.

Although official approval of this new five-year plan will not take place for some time, implementation has already begun. Activities thus far have resulted in: a new comprehensive training plan; development of new materials; an enhancement of the collaboration of the Kentucky Department of Education, the Kentucky Community Education Association, the Kentucky Council for Community Education, and institutions of higher education; an increased concept awareness at all levels; and an elevated status for community education including a new division which incorporates units for parent and child education and partnerships.

LOUISIANA

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The Louisiana Center for Community Education is dedicated to moving Louisiana public schools from a position of offering various "education in the community" programs toward a position of comprehensive community education. It is through this comprehensive organization that the best use of severely limited fiscal resources can be made.

Given the state of economic limitations within Louisiana, the State Community Education Plan must be based on the use of current resources, rather than on projections of funds that may not materialize during the next five years. As a guideline for activity, the Louisiana Committee for Community Education Planning and Development adopted the elements of significance in community education development efforts as stated by the National Committee for State Community Education Planning and Development. To address each element, Louisiana community education will achieve the following goals:

- Community Education Identity and Support
  - Establish demonstration projects to show the impact of community education on parishes when the program is comprehensive in nature.
  - Increase the visibility of benefits of existing community education activities.
  - Increase the awareness of the governor, legislators, mayors, and others of the importance of community education as a vehicle in solving Louisiana's education problems.
  - Expand community education awareness to nonpublic schools in Louisiana.
- Networking
  - Make a special effort to rebuild former networks.
  - Increase the membership of community educators in the Louisiana Association for Public Community and Adult Education.
- Leadership
  - Identify leaders among community educators.

- — Develop training seminars on leadership.
- — Network with other education associations statewide to identify and foster visionary leadership among educators in all areas.

o Training and Technical Assistance

- — Increase on-site training opportunities for parish districts.
- — Develop new written materials describing community education activities in the state.

o Legislation and Funding

- — Utilize an advisory committee in the development of state funding plans with a short- and long-range impact.
- — Distribute information directly to school districts on the urgency of establishing and maintaining contacts with local legislators who might support community education.
- — Offer statewide development, grantsmanship and funding workshops to encourage educators to seek creative means to finance community education efforts.

MAINE

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The State of Maine Adult and Community Education Five-Year Plan represents a professional examination of services and future needs. Changes in employment and population will place a greater emphasis on training and retraining the workforce. Adult education will be a key factor in eradicating illiteracy in the workplace, increasing the high school graduation rate, providing workers with entry-level employment skills, and retraining of the workforce for the year 2000. To this end, Maine's state plan offers educational programs that will ensure that the state's adults reach their full potential. It encourages adult learners to dream for a better tomorrow and to become the decisionmakers of the 21st Century.

This is the first overall plan for the Division of Adult and Community Education. Planning was accomplished with the participation of both staff and representatives of local programs, higher education, and other education and training agencies. The planning process included the formation of two committees: (1) the Steering Committee — responsible for the overall project, reviewing materials and existing plans, making improvements on the directions set by the Planning Committee, communicating goals, and assigning final priorities and funding sources; and (2) the Planning Committee — responsible for bringing concerns from and communicating directions back to local constituencies, and for outlining specific activities and resources. The committee meetings were designed to gather input and to allow for free discussion between the many agency representatives.

Maine's vision for the future of adult and community education programs is divided into three areas:

- Economic Development. The Division of Adult and Community Education will participate in local, regional, and state planning as an integral partner in economic development.

- Core Programs and Services. Adult and community education will provide training for all Maine citizens to read, compute, think, and communicate.

  - Act as primary trainer of basic education and a source of high school credentials for adults.

  - Provide access to open-entry/exit, year-round core adult education programs.

  - Provide career information/exploration services.

Maine

- Organizational Structure. The financial and organizational structure necessary to support full-time, year-round programs will be in place.

On October 18, 1988, the Plan was endorsed by the Commissioner of Education and distributed throughout the state. The Governor will be presented with a condensed version for his review.

MARYLAND

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Maryland's Adult Services Plan was approved in June 1986. The objectives and activities for Phase I (to expand support for the Maryland Adult Services Plan and to facilitate the initiation of plan activities) and Phase II (to establish a system to maintain the Maryland Adult Services Plan implementation and to provide technical assistance as appropriate) were completed in FY87 and FY88. Currently being initiated is Phase III (objectives and activities to promote and assist in the organization of a statewide program of staff development and training to facilitate implementation of lifelong learning activities). Concurrent with plan implementation, the Adult and Community Education Branch has provided staff support to conduct studies and education initiatives in Maryland, including parent education, technology and its impact on curriculum, at-risk student programs, teen pregnancy programs, advisory committee participation, and industry-education partnerships.

The plan focuses on four areas of learning as they relate to adults. Specific activities have been developed to respond to these concerns, and a number of agencies have agreed to commit resources toward addressing these areas. The plan is unique in that it is a collaborative effort by representatives of state and local agencies, businesses, and community-based organizations within the public and private sectors and is designed to address, in a cooperative manner, statewide adult services delivery activities. While the plan embraces the philosophy that learning should be lifelong, it also recognizes that those experiences should extend beyond those provided by traditional learning institutions to include settings such as the home, the workplace, libraries, museums, and businesses.

The four areas set forth in the plan are:

- Community Life. Focuses on desired outcomes for adults in terms of enhancing community life and expanding access to a broad range of services and activities (i.e., citizenship and community involvement, health, leisure services).

- Personal and Interpersonal Development. Addresses the delivery of services to help individuals and families in critical areas of personal and interpersonal development (i.e., accessibility of quality educational offerings; motivation of people to participate in lifelong learning; and provision of opportunities that will help individuals to recognize and actualize their potential, to better

understand varying family structures, and to develop realistic career goals).

- o World of Work. Examines implementation strategies from the perspective of career awareness, entrepreneurship training, and employability.

- o Consumer Awareness. Seeks to equip individuals with the skills, concepts, and understanding required in everyday living in order to achieve maximum satisfaction and utilization of resources. Further, it is designed to assist persons in making educated choices not only in terms of basic economics, but also in terms of social, political, aesthetic, and moral factors.

MASSACHUSETTS

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In September 1987, the Massachusetts Community Advisory Council decided to make the development of a state plan for community education one of its goals for 1987-88. The Council decided that, rather than delegating the work to a subcommittee, it would address the plan as a "committee of the whole" to identify the strengths and weaknesses of community education in Massachusetts. In addition, three meetings were held with constituent groups (Department of Education managers and implementors; representatives from the business community; and human service, higher education, and cultural institutions) to gather their input for incorporation into the plan.

The Council refined the specific goals thereby identified into four general goal areas that reflected the needs and conditions in Massachusetts:

- Increase the public's awareness of community education as a resource and strategy for learning. To promote awareness and implementation of community education practices as an avenue to increased educational effectiveness.

- Enhance the responsiveness of schools through shared decisionmaking by teachers and diverse community constituencies and thereby enhance the teaching profession, citizens' commitment to public education, and students' potential.

- Address the needs of at-risk populations. To promote educational programs and decision-making in collaboration with community resources in order to address the needs of individuals in the community who are not benefiting from current programs and who are in jeopardy of not attaining the skills and abilities which are both critical to their successful functioning in society and necessary for their attainment of a high school diploma.

- Expand school-community partnerships that address school improvement. To promote collaboration between schools, the individual, and the organizational resources of the community and thus enrich and expand educational experiences and community life.

The Council has approved a final Draft of the plan and, in the fall, will present it both to a broad range of constituency groups for their reactions and to the Board of Education for its input. The Council then

will revise the plan and present it to the Board of Education for approval in the winter of 1989.

The process of developing the Massachusetts State Plan for Community Education has been instrumental in increasing communication and collaboration within the Department of Education. The Office of Community Education has been able to initiate partnerships among units within the DOE that are engaged in complementary projects. In addition, units have shown increased interest in the principles of community education and have participated in technical assistance and planning sessions with the Office of Community Education.

MICHIGAN

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In September 1987, the Michigan Association for Community and Adult Education (MACAE) was designated the fiscal agent for the project to develop a state plan for community education. A steering committee composed of field practitioners, representatives of higher education, and representatives from other educational organizations met to develop a viable plan that reflected the full potential of community education for the citizens of Michigan.

The purpose of the Michigan Community Education Plan is to create the opportunity for local citizens and community schools, agencies, businesses and institutions to become active partners in addressing lifelong education and community involvement.

The five goals of the plan contain objectives for implementation at the state and local levels:

- Leadership. To develop a vision of community education in people and organizations which can motivate others in the development and implementation of community education programs (i.e., to include the role and responsibility of the appropriate associate superintendent providing leadership for the continued development of community education in concert with action by the State Board of Education; to develop a true understanding of community education concepts by superintendents and boards of education).

- Collaboration. To foster collaboration between and among state, regional, and local organizations for the purpose of initiating, maintaining, and advancing community education (i.e., to continue collaborative efforts of state department units to develop state-level actions useful at both the state and community levels; to create a strategic plan of action by conducting needs and resource assessments).

- Legislation and Funding. To develop legislation and funding that support the continued expansion and recognition of community education at the state and local levels (i.e., to review legislation and funding models from other states in determining the most appropriate system for possible adoption in Michigan; to support community education with appropriate local resources).

- Training and Technical Assistance. To provide educational opportunities for individuals and groups that enhance community education skill development and the application of specific skills (i.e., to continue the commitment by colleges, universities, the Michigan Department of Education, and community education associations to provide professional development opportunities in community education for people in all regions of the state; to provide released time and funding for local community educators to attend appropriate training sessions).

- Identity and Support. To create a strong community education presence, highly visible at the state and local levels, that creates support for enhanced community education development (i.e., to continue to expand the understanding and endorsement of community education by policy and decisionmakers at all levels of the public and private sectors; to continue to develop broad-based operation of all components of community education using ongoing needs and resource assessments).

MINNESOTA

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Over 700 people — community education practitioners, advisory council members, related agency and association personnel, legislators and significant others — were given the opportunity to participate in developing the Minnesota State Plan for Community Education. The process began by envisioning what community education in Minnesota should be in five or ten years. What resulted was a broad picture of what communities and education or learning systems ought to be like in the future. The following is Minnesota's vision for community education:

> All of Minnesota's communities of tomorrow will be committed to lifelong learning, with each possessing or having access to a comprehensive, lifelong learning system. These systems will recognize that throughout life each community member is both a learner in the system and a resource to it. In the future, all organizations, agencies, and individuals will work in partnership to proactively create communities that realize their ideal. Community education will act as a catalyst, assisting communities to both envision and create this ideal.

Within this overall vision, six (6) themes emerged:

- The Learning System. Community learning systems will provide comprehensive learning opportunities for all members of the community. "Community" will be broadly defined according to geography (a neighborhood, school district, regional, state, or national basis), demographic characteristics, or other features.

- Involvement. All community members will be empowered to become decision-makers and participants in a learning society, which improves their quality of life. Barriers to such involvement will be bridged. Information from the community will provide continuous direction for the lifelong learning system and for the realization of community goals.

- Issues. Community education will address a broad spectrum of substantive issues in the educational, social, economic, physical, and recreational arenas.

- Methods. Agencies, organizations, and individuals, all working in partnership, will use a variety of innovative methods of problem solving and service delivery to reach their goals.

- Leadership. Community educators will be recognized as leaders in assisting communities to envision and achieve goals based on commonly held values.

- Support. Resources and mechanisms for the support and growth of community education will be strong and equitably available throughout the state.

MISSISSIPPI

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If Mississippi is to realize the vision set forth in its Education Reform Act of 1982, it must maximize the impact of the limited resources the state has available at both the local and state levels. Community education is one way a school system and community can maximize public involvement, citizenship awareness, and use of facilities. With this in mind, a cross-section of citizens formed a task force to review, revise, and update the previously submitted, but not acted upon, Five-Year Plan for Community Education in Mississippi. There was general consensus among the group that, to be successful, the plan should be implemented in several phases.

Phase I

Have the Mississippi State Superintendent of Education appoint a person presently in the State Department of Education to assume the responsibility of state community education coordinator until a full-time person can be named.

Adopt a state board policy statement supporting community education.

Establish a state advisory council to provide leadership in developing community education throughout Mississippi.

Phase II

Implement recommendations of "A Plan For Excellence: Mississippi's Public Schools" to develop community education programs in each local school system, promoting stronger school/community relationships and bringing parents and other citizens into the public schools.

Phase III

Establish definitions, state plan requirements, and criteria for funding local programs once state funding is secured.

The State Board of Education, in its efforts to provide the highest quality education for the citizens of Mississippi, recognizes the components of community education as a positive influence on the lifelong learning process and the democratic way of life. The State Board of Education also sees the development of positive attitudes toward education, schools, and community agencies as one of the strongest products of the community education philosophy. Community education represents the best vehicle to assure ongoing community involvement in the

public schools of Mississippi and to maximize the impact of available resources.

MISSOURI

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The state advisory council, made up of individuals representing higher education, local school administrators, local community educators, local educators, and State Department of Education personnel, was primarily responsible for the development of the Missouri State Plan for Community Education. The council determined that the plan should provide practical assistance for Missouri school administrators, community leaders, and others as they work together to implement or expand community education programs.

The possible benefits to a community of a well-designed and carefully implemented community education programs are numerous. People involved in community education can, and will, provide activities and services that satisfy the needs and interests of all community members, and also act as catalysts for building a better way of life in the community. To this end, the Missouri State Plan for Community Education will:

- Provide a format to encourage the development and/or expansion of community education programs, activities, and services in every school district, by establishing the State Department of Education as the leader and coordinator of assistance for community education in the state of Missouri; and

- Provide support and technical assistance to local education agencies that are implementing or expanding community education programs.

Following State Board of Education approval and endorsement in September 1988, the plan will be presented to each school district in Missouri's ten community education regions. These presentations will provide the best opportunity to develop and/or expand community education in every school district in the state. The plan is invaluable to Missouri, not only because of what it represents, but because of the unity and commitment it developed during the time spent talking about and working toward the goal of developing the Missouri State Plan for Community Education.

MONTANA

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In Montana, participation in the National Project for State Community Education Planning and Development provided the opportunity to examine the current status of community education. To accomplish this, a ten- member steering committee set forth to identify the potential outcomes of a state plan. Following are the top seven outcomes, including one set of strategies and six roles, which became the guide for further development of the planning process:

- Strategies for integrating community education into the regular K-12 curriculum and for enhancing the education of children and young people.

- The role of community education in:

  - developing school-aged child care programs;

  - developing community-based literacy programs for adults;

  - developing programs to deal with at-risk youth;

  - encouraging economic and small business development in a community;

  - dealing with various health-related issues such as teenage pregnancy, AIDS, wellness, and others; and

  - enhancing adult education and recreational opportunities in a community.

Using the prioritized outcomes, a position statement was developed to tie community education to each of the above outcome areas. The statement also attempted to deal with strategies and actions that needed to be accomplished if community education were to deal with the issues and problems identified. These position statements were utilized as a key component of the total plan of action:

- Issue 1: School-age child care. A community school that fully utilizes its facilities can be the hub of parent education and community child care services. At a minimum, the school can become a resource center to help parents find care in their neighborhood, to provide training for day care staffs, and to ensure that the network of family day care homes in the area meet licensing standards. Community

educators can offer training, consultation, technical assistance, and leadership.

- Issue 2: Literacy. Using the community education format, multiple community resources (i.e., schools, churches, senior citizen centers) can offer education programs for learners of all ages, backgrounds, and needs to promote lifelong learning as a means of breaking the cycle of illiteracy.

- Issue 3: Health-related programs. To enhance the quality of life for Montana citizens by creating opportunities for individuals to acquire lifetime skills, knowledge, and beliefs that promote physical, emotional, and mental well-being, community educators can: coordinate the activities of individuals and agencies involved in health promotion; identify community needs; involve community members in the development of programs and activities; and identify resources, services, and facilities.

- Issue 4: At-risk youth. Individuals are "at risk" when circumstances and behaviors diminish their potential for a productive and fulfilling life. Community education can bring community members together to identify and link community needs and resources in a manner that helps people to help themselves raise the quality of life in their communities.

- Issue 5: Economic/small business development. The strategy for economic/small business development focuses on finding a method for sharing resources between business and education that results in community enhancement. Community education can provide training for employees and management; provide career assessment; coordinate and maintain a network of resources; provide public education regarding the nature of small businesses, environmental and economic issues, and free enterprise; and provide literacy programs that ensure a trainable work force.

- Issue 6: Adult education and recreation. The objective of adult education and recreation is to utilize resources in an organized, systematic, cost-effective manner while providing lifelong learning and recreational and leisure opportunities. The community education process can help develop a close and cooperative working relationship involving schools, parks and recreation agencies, and the private sector in working toward the common goal of improving a community's quality of life.

- Issue 7: K-12 curriculum. In a time of declining resources, and in a society where less than 30 percent of the over eighteen population have children in school, what appears to be required is a collaborative partnership between home, school, and community to meet the educational needs of youth enrolled in the schools. By implementing community education (i.e., school/community advisory groups, school volunteer programs, school/business partnerships, intergenerational programs, parent education), a school district enhances its potential to help initiate that viable partnership.

In addition to the creation of a plan of action for community education in Montana, participation in the project provided a vehicle to draw together people from government, business, and state and local agencies involved in some aspect of community education. The connections made will provide valuable linkages for the future development of community education within the state.

NEBRASKA

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The state of Nebraska, through recently introduced legislation, has demonstrated interest in providing support for local communities to develop community education programs. It is the intent of the legislature that the Nebraska Department of Education shall administer the program.

Using the community education concept, with its emphasis on serving all citizens, the following goals have been established in Nebraska's Five-Year Community Education Plan:

- Organize a structure to foster a sense of community among the citizens of a community.
- Develop and implement a sound community education program in local communities throughout Nebraska.
- Promote the use of school and other community facilities for the provision of services and programs to improve the educational, vocational, cultural, recreational, and social life of the community.
- Bring together all resources (federal, state, county, and local) in developing and operating a comprehensive program.
- Evaluate the community education program in terms of meeting public needs.

The draft of Nebraska's plan will be sent to a thirty-member steering committee for final revision by November 1988. Once revised, the plan will be mailed throughout the state to government agencies, service providers, and local schools.

NEVADA

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Written by the Nevada Association for Community Education, the Nevada State Plan is unique for the state in that it is a collaborative effort by representatives of state and local agencies, businesses, and community-based organizations within the public and private sectors. It is hoped that the Plan will foster further increased interagency collaboration in the delivery of services and will meet the increasing needs of all Nevadans.

The goals of the Nevada State Plan for Community Education are to:

- Provide a plan of action to enhance community education and propose legislation that will improve the "Quality of Life" for all Nevadans.
- Revitalize the Nevada Association for Community Education.
- Provide an administrative organization to plan, supervise, and maintain a continuing community education process.
- Assist state and local governments, school districts, institutions of higher learning, private agencies and organizations, and community members to identify and solve current and future problem areas (i.e., senior citizens, substance abuse, retraining the workforce, dropout, literacy).
- Assist in the development of cooperative agreements in accordance with NRS 277.045, Appendix B, between political subdivisions and school districts concerning community education.
- Conduct a community education awareness program in each of Nevada's 17 community school districts.

The draft plan has been sent to the State Department of Education for submission to the State Board of Education for approval and implementation. In the meantime, the Nevada Association for Community Education, in coordination with the state department of education, will continue to provide the leadership assistance necessary to make the community education process a reality.

NEW HAMPSHIRE

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The New Hampshire Community Education Center Advisory Committee determined that the state's Five-Year Community Education Plan should develop a comprehensive community education system that would address the lifelong learning process of all New Hampshire citizens, young and old. The committee further determined that with less than one year to complete the project, no additional funds, and other resources being limited, it would be more realistic to develop a two-phase plan for the plan.

Phase I includes the identification of the ideas and input of 151 resource persons representing four categories: elementary/secondary education, post-secondary education, state-affiliated education, and community business education. The participants shared their input and recognized the importance of that input in creating a vision for community education in the state. The time and energy that they devoted can only be reciprocated by having the Commissioner of Education, legislature, and State Board of Education review, evaluate, and set forth a plan to accomplish the following goals and objectives:

- Centralization of community education activities
  - Obtain a commitment for community education from the state in terms of both finances and personnel resources.
  - Establish an office of community education under the direction of the Commissioner of Education.
  - Hire a director of community education.
  - Form a collaboration council with representation from statewide agencies, groups, and organizations to act as an advisory committee for the office of community education.
  - Create a greater awareness and understanding of the concepts of community education, community collaboratives, and community/school partnerships.
- Collection of data
  - Conduct a statewide community education needs assessment.
  - Serve as an information center to collect, collate, and update information pertinent to communities, partnerships, agencies, organizations, programs, and so on.

- — Disseminate data and information collected.

- o Coordination of efforts

  - — Establish community/school partnership programs and/or community, county, or regional collaboratives to address issues on a local, county, or regional level.

  - — Facilitate cooperation among postsecondary education, vocational education, adult education, adult enrichment, and local school districts to meet the current and future needs (career, economic, and social) of their constituents.

  - — Encourage community involvement and support for public education through business/school partnerships; school volunteer programs; citizen participation in curriculum, budget, and facility development; and service on local school boards and committees.

  - — Provide networking opportunities for those involved.

- o Coordination of individual and group training for the above programs

  - — Establish community/school partnership programs.

  - — Provide educational opportunities for community education leadership.

Phase II includes the development of a timetable to achieve and implement the ideas and goals set forth in Phase I. Through this implementation, a true collaborative partnership will be established in the state.

NEW MEXICO

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Following New Mexico's participation in the National State Community Education Planning and Development Project meeting held in September 1987, it was determined that the state does not differ too much from other states regarding the presence or absence of key community education indicators. New Mexico's strong points include networking, training, and technical assistance, while it is weakest in community education identity and support, leadership, and funding.

Given this assessment, the draft of New Mexico Association for Community Education Development Five-Year Plan (1988-92) is designed to strengthen and clarify the concept of community education at state and local levels, so that all New Mexicans can participate in community education programs and services. In 1992, it is hoped that community education will be characterized by strong and vital leadership, by strong and well-funded local community education organizations, and by programs and services responsive to community needs. These characterizations have become the goals of the five-year plan.

To accomplish the identified goals, the following timetable has been established:

Phase I (1988-89)

Expand support for the five-year plan for community education in New Mexico, and facilitate the initiation of plan activities.

Phase II (1990)

Establish a system to maintain implementation and provide technical assistance as appropriate.

Phase III (1990-91)

Promote and assist in the organization of a statewide program of staff development and training in order to facilitate the implementation of activities identified in the plan.

Phase IV (1992)

Assess the impact of the plan in fostering community education opportunities for citizens of New Mexico.

NEW YORK

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The New York Association for Continuing and Community Education (NYACCE), with support of the New York State Education Department, developed a plan to provide leadership training for professional practitioners of lifelong learning services. NYACCE, the professional organization that represents a cross-section of continuing and community education providers and maintains liaison relationships with other provider associations, explored ways of supporting practitioners with leadership training and networking opportunities. The purpose of this activity was, and will continue to be, to increase the effectiveness of new professionals in the development of policy and practice at the local, state, and national levels.

The goals for Phase I (August 1987-August 1988) of the five-year plan for developing and initiating a plan for an ongoing process of leadership training were to:

- Develop a cadre of skilled adult/continuing/community education practitioners, both present and future, at the local, state, and national levels as leaders and change agents in their agencies and organizations.

- Develop a greater commitment to adult/continuing/community education that will be manifested in those individuals and institutions involved in the delivery of lifelong learning activities.

- Establish a statewide network of skilled practitioners who will provide technical assistance, react to issues of concern, become proactive in initiating policy and practice changes, and support lifelong learning.

The objectives for Phase I were to:

- Provide an opportunity for NYACCE members to participate in the development of a platform for enhancing lifelong learning opportunities in New York over the next five years.

- Design and pilot a model for a leadership conference that would assist participants to enhance their leadership skills, develop a network for technical assistance, explore issues in lifelong learning, and conduct long-range planning for the twenty-first century.

- Establish a resource directory of NYACCE members.

New York

With the completion of Phase I, recommendations for Phase II (September 1988-1991) have been presented to the Executive Committee of the Board of Directors and will be presented to the NYACCE Board of Directors at its fall 1988 meeting for approval. The recommendations include:

- Convention '89 Committee will present the Convention '89 platform to the NYACCE board of directors for consideration.
- NYACCE members and interested parties may participate in the assessment of progress, update, and implementation of goals set in Convention '89.
- A leadership committee will plan and evaluate annual leadership conference and leadership training activities.
- NYACCE will seek additional participants and sponsors for the annual leadership conference from agencies and organizations with common interests and needs.
- Conferences will have workshops and presentations devoted to leadership skills.
- NYACCE will seek additional and/or permanent linkage with New York State colleges and universities to provide opportunities for leadership conference participants to further their professional development through college credits toward a degree or certification.
- NYACCE will distribute a membership and resource directory and encourage all leadership conference participants to become active participants in the directory and speakers bureau.

NORTH CAROLINA

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The purpose of the North Carolina Strategic Plan for Community Education is to identify and describe procedures and plans whereby the representatives from appropriate agencies, institutions, organizations, and groups will collaborate in exchanging information and in delivering and improving educational, recreational, cultural, social, and other services to citizens. The Strategic Planning Committee has developed an outline of a "working draft" to be used by the Committee as it develops the final plan beginning in January, 1989. The proposed contents include the following:

- Background and reason for the 5-year plan;
- Definition, philosophy, elements;
- North Carolina Strategic Planning Committee for Community Education;
- Collaboration and networking — state level;
- County Interagency and Intergroup Strategic Planning Committee;
- Administration of the Plan and financial matters;
- Reporting, publications, evaluation; and
- Appendices.

NORTH DAKOTA

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The North Dakota Center for Community Education State Advisory Committee, representing the Department of Public Instruction, the Department of Parks and Recreation, public school districts, North Dakota Education Association and other school and college professionals reviewed and updated the 1976 State Community Education Plan to maintain further a posture of general support and encouragement toward Community Education within the state. The effort resulted in a draft of a state plan calling for specific groups in North Dakota to complete certain tasks.

North Dakota Department of Public Instruction

- Continue and expand, in cooperation with local school districts, the operation of Adult Education Centers throughout the State.
- Promote economic development in small communities.

North Dakota Department of Parks and Recreation

- Request funding for the Community Services coordinator legislation.
- Complete and disseminate the report of the Rural Education Leadership Project.

North Dakota Department of Vocational Education

- Continue partial funding of instructors of appropriate adult classes.

North Dakota Adult Education Association

- Continue its affiliation with the National Community Education Association.
- Increase its promotion of membership in the NCEA and AAACE.

North Dakota Community Foundation

- Provide financial support to local community education programs.
- Provide seed money grants, on a matching basis, to start or improve local community education programs.

North Dakota

North Dakota Center for Community Education

- Continue technical assistance throughout the State by providing workshops and a regularly published newsletter.
- Seek outside funding to promote community involvement intern programs/activities.
- Continue cosponsorship of the Multi-State Community Education Conference with Minnesota and other regional partners.
- Use the State Advisory Committee to encourage inter-agency discussion of community education in North Dakota.

In addition to the identified tasks, the following benchmarks have been established:

By June 30, 1991	Achieve state funding promoting local leadership and training in Community Services/Education.
By June 30, 1991	Establish a supervisory position in Community Services/Education at the state level.
By June 30, 1993	Identify an education director/coordinator in at least 50 percent of the active school districts of the State.

The final draft of North Dakota State Plan is awaiting final review and endorsement by the State Advisory Committee, the North Dakota Department of Public Instruction and others.

OHIO

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Once the Ohio Department of Education (ODE), the Kent State Center, and the Ohio Community Education Association (OCEA) decided to participate in the State Community Education Planning Project, it was determined that input was needed from other related organizations, as well as from statewide educational and political leaders, to formulate the plan. Once materials were gathered, a consultant was hired to develop goals and objectives, action statements, and evaluation procedures, and to delegate responsibilities.

During the planning process, copies of the documents in development were forwarded to key people throughout ODE, the Kent State Center, and the OCEA for review, input, and suggestions. In addition, the draft of the plan was presented to the OCEA membership during the annual OCEA conference. Members were provided the opportunity to review the plan and make suggestions. Based on this further input, a final copy of the revised draft was sent to the planning committee and was adopted at the August 22, 1988, meeting of the OCEA board.

The Ohio State Plan for the Development of Community Education goals and objectives are:

- To improve the organizational effectiveness of OCEA through structural and fiscal modification.
  - Adopt an OCEA membership maintenance and recruitment strategy by May 1989 (OCEA board action).
  - Improve the effectiveness of the established OCEA committees as designated in the constitution and bylaws.
  - Create new committees to meet the needs of the mission and goals.
  - Implement the position of a part-time executive secretary by May 1, 1990.
  - Establish and maintain a diversified funding base by 1990.
  - Review and revise annually the OCEA strategic plan.
  - Conduct an annual formative evaluation in terms of progress made toward achieving goals and objectives of the strategic plan (OCEA board action).

Ohio

- To increase OCEA visibility and influence in the state.
  - Maintain affiliate status and active participation with NCEA and NCSCEA.
  - Develop and adopt a comprehensive marketing strategy by 1990 (OCEA board action).
  - Affiliate as an organizational member and actively participate in six statewide associations by May 1, 1989.
  - Identify and establish contact with one person at each institution of higher education which has an educational administration or community education emphasis, to increase their awareness of community education by 1993.
  - Establish a list of available resource people to represent OCEA interests on major state advisory committees by 1990.
  - Assemble a ten-member advisory committee of key individuals and organizations representing business, industry, education, and citizens by 1990.
  - Develop annual legislative agenda and strategies for OCEA position on community education related legislation.
- To provide for the dissemination of information related to community education.
  - Conduct annual conference for membership as an opportunity to network with other community education practitioners and as a major fundraiser.
  - Conduct two annual regional workshops per region.
  - Conduct an annual legislator's informational workshop.
  - Publish a quarterly community education newsletter.
  - Provide annual community education presentations for three related, statewide, noncommunity education organizations.
  - Develop a comprehensive electronic community education information management system.
  - Establish a system for identification and dissemination of

information on issues critical to community education by 1991.

- To provide professional development opportunities for community education practitioners.
  - -- Develop and conduct annual training in leadership skills and community education processes for the OCEA board.
  - -- Develop and conduct specific annual community education training workshops throughout the state.
  - -- Establish a community education scholarship program to promote new leaders and research in community education by 1991.

OKLAHOMA

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Based on the philosophy that all citizens have an inherent right to participate in their community to the maximum of their ability, the Oklahoma State Plan for Community Education creates a blueprint for planning, establishing, improving, and expanding community education programs in each of the state's seventy-seven counties. This would make services available, within reasonable commuting distance, to all of the state's citizens and would mobilize resources to address community needs and improve the quality of life. In addition, the plan, as a written document recognized by the official educational community, will sanction and add new dimension to the support of community education.

Factors, such as the expanded search for energy, the agricultural recession, rise of an informational society, emphasis on new industry, and the mobility of citizens, are creating a demand for continuing education and recreation in various forms. In many areas of Oklahoma, community education in local schools is the only feasible solution to the emerging needs of citizens. To address these needs, the Oklahoma State Department of Education's State Community Education Advisory Council, representing school district administrators, community education directors, vocational education, higher education, and areas from the private and public sector, established its goal and objectives for the Oklahoma State Plan for Community Education:

- To provide state leadership in planning, developing, implementing, and evaluating a community educational network to meet the emerging needs of citizens of all ages and walks of life.

- The Oklahoma State Department of Education (SDE) staff will disseminate community education information to local education agencies (LEAs) and appropriate persons and agencies throughout Oklahoma.

- The SDE staff will provide technical assistance to the LEAs with operational community education programs in Oklahoma to help them improve, expand, and maintain their program.

- The SDE staff will work toward establishing at least one community education program in each of the seventy-seven counties.

- The SDE will maintain a fifteen-member Community Education Advisory Council to assure input from a broad representation of

agencies and the public in planning, developing, implementing, and evaluating community education in Oklahoma.

- The SDE staff will conduct a statewide conference on community education and participate in at least four regional workshops annually to provide inservice education for LEA community education coordinators.

- The SDE staff, with input from the state advisory council, community education directors, coordinators, and other agencies, will review statewide needs annually and focus on current issues for the year.

- The SDE will work cooperatively with all community education interest groups to seek assistance from the Community Education Advisory Council in developing strategies for community education advocacy, funding, and promotion at the municipal, county, state, public, and private levels.

The Oklahoma State Board of Education approved the State Plan for Community Education. On June 30, 1988, the Oklahoma State Legislature approved funding for community education for the 1988-89 year.

OREGON

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In developing the Oregon Community Education Plan, the Oregon Community Education Association (OCEA) and the Oregon Department of Education (ODE) hope to point community educators in the direction that will affect their communities in the future. Inherent in the plan is a strong belief and commitment to individual improvement and community development through local control and the use of community resources to address community problems and needs.

The five-year plan builds on the "Oregon Comeback" espoused by Governor Neil Goldschmidt. It emphasizes stronger community partnerships, increased citizen participation, and more individual empowerment for addressing individual, community, and state needs into the 1990s.

The 1988-1993 community education plan focuses on ten issue areas facing Oregon's future. Those issues targeted for the five-year plan include:

- The governor's "children's agenda". Provide input, assess needs, identify resources, and share information to address the needs of children and youth.
- Child care. Develop, expand, and/or replicate quality, affordable, assessable child care programs.
- Parenting. Create opportunities for adults to develop and improve their parenting skills.
- Literacy. Develop and implement state and local campaigns to build public awareness about the importance of literacy and programs that support it.
- Work and employment skills. Conduct research to identify what skills and abilities are needed to be successful in the job market of the near future.
- Economic development. Work with public and business officials to analyze economic needs and opportunities.
- Citizen, parent, and student involvement. Research how citizens, parents, and students are involved in Oregon communities.
- Health and wellness. Determine how community educators can best help address community health care issues by working with

various agencies and organizations directly serving health care needs.

- Aging. Determine how community educators can best collaborate with other community agencies and organizations to address the needs of senior citizens in their communities.

- Community education. Increase the public's understanding of community education through public awareness, education, and promotional activities.

Rather than create new issues and platforms for community education, the plan positions community educators to play leadership and collaborative roles with elected officials, community residents, business representatives, and other key people to improve an individual's quality of life and to develop communities.

The OCEA board adopted the draft plan in August 1988. The State Community School Advisory Committee is scheduled to review the plan on September 21, 1988. The plan will be distributed to other key groups for review, revision, and adoption during the fall. Acceptance by the State Board of Education is anticipated prior to December 30, 1988. The State Community School Advisory Committee has accepted responsibility for an annual evaluation and update of the plan which allows for continuous monitoring and revision.

PENNSYLVANIA

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In 1982, the Pennsylvania State Plan for the Development and Implementation of Community Education was accepted by the Secretary of the Pennsylvania Department of Education and adopted by the State Board of Education. Developed by the Pennsylvania Community Education Advisory Council, the ultimate intent of the plan was to develop, facilitate, and refine community education in the state as a community-based process to address local needs. The State Plan of 1981 remains an excellent overview of community education's basic concepts, goals, and objectives. Although the essential framework and foundation it provides are still relevant, the plan describes conditions as they existed seven years ago. Within this context, the State Community Education Task Force has proposed an addendum to the 1981 State Plan for Community Education, recommending the establishment of community schools as the most effective approach to community problem solving and regeneration.

The long-range goal of the 1988-93 Pennsylvania Action Plan is the transformation of every school in the state into a community school. Achieving this goal will require the concerted efforts of state and local government, institutions of higher education, and the local school systems and communities they serve. It has been recommended that the state establish the Office of Community School Coordinator within the Department of Education to direct and promote agency and/or community partnerships. In addition, designated pilot Community School Demonstration Models will provide concrete examples of the process by which a community school is planned, instituted, and sustained.

Although the Addendum to the 1981 state plan remains a working draft, the Task Force believes that the community school model represents the best opportunity to attain the state's educational goals by providing a hub of community activity, a forum for problem solving, and a resource center for all citizens.

SOUTH CAROLINA

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A major problem for South Carolina in today's complex and specialized society is providing a means whereby individuals and communities can identify their problems and seek practical solutions to them. A challenge in community problem solving is to achieve effective utilization of human, physical, and financial resources to meet individual needs and improve the total community. To this end, the South Carolina Department of Education's Office of Adult Education, the University of South Carolina's Center for Community Education, and the Association for Community Education in South Carolina are committed to a plan of improved organizational effectiveness, advocacy, and professional development.

In an effort to establish a statewide community education program in the state, a fifteen-member State Community Education Advisory Council representing recreation, health, cultural, social service, community services, education, business and industry, aged, and minority groups, has been appointed to support the 1976 South Carolina Community Education Act and promote the advancement of recreational, educational, cultural, social, and health opportunities through the maximum utilization of public facilities. Specifically, the council will provide input to the state department in the development of a community education plan.

To implement the state community education program in South Carolina, the following goals are recommended:

- Create public awareness of community education concepts, philosophies, and programs.
- Increase the involvement of the community in the design and implementation of community education programs.
- Create cooperative working relationships among agencies, institutions, industries, and other community groups.
- Make effective use of public schools and other public facilities as community centers.
- Establish a financial base for community education in South Carolina.
- Establish a position of and identify a community education director in each school district.
- Provide professional development opportunities for community education practitioners.

South Carolina

- Provide state-level coordination of community education.

SOUTH DAKOTA

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The State Planning Committee met in the fall of 1987 to determine a schedule for rewriting the existing South Dakota Plan for Community Education. The charge to the committee was to revise the existing plan as necessary. In September, the legislative task force of the state association (ACCEASD) started the process of working toward state legislation for the 1988 legislature. In January 1988, the bill was passed, a significant step in the recognition of community education as a viable educational process in the state. In July 1988, the planning committee met to draft the new state plan, incorporating input from State Advisory Council members, ACCEASD members, and public school personnel. The plan was mailed to all members of the AACEASD for their review. At the present time, comments and suggestions are being compiled to make a final draft of the plan.

The goal of the South Dakota State Plan for Community Education is to encourage statewide implementation of community education in South Dakota. The purpose of the plan is to define the concept of community education, describe the unique role of public schools in the community education process, and provide guidelines for the effective implementation of community education in South Dakota communities.

Following are the major components of community education as interpreted in the South Dakota Plan for Community Education Development:

- Lifelong learning opportunities will be provided for all citizens regardless of age, sex, ethnic origin, or economic status.

- Opportunities will be provided for systematic citizen involvement in decision making on educational issues.

- A concerted effort will be made in local communities to fully utilize all community resources to address identified community needs, problems, and concerns. These will include human, physical, and financial resources already present, although perhaps underutilized, in communities.

- Acknowledging that all communities, regardless of size, contain many local agencies and organizations, a concerted effort will be made to involve those entities in planning for community education and to assist them in maximizing their service potential.

- The identified needs in local communities will be operationalized through the provision of programs and services to address these concerns (i.e., illiteracy, at-risk youth, health, AIDS education, environmental concerns, safety, latchkey children, aging, and the homeless).

Future directions for community education development in the state include:

- The division of education budget should include a line item for community education.
- Administration certificates should include a minimum requirement of three hours of graduate-level community education training.
- Work toward professional certification for community education coordinators will include implementing a statewide assessment of training needs and providing regional and statewide workshops and training sessions by the Community Education Development Center at the University of South Dakota.
- The active support of educational groups such as SASD, SBSD, PTA, and SDEA will be sought.
- A long-range plan will be formulated for a statewide community education information network to interface with the national community education computer network (CENET).

TENNESSEE

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The mission of the Tennessee State Plan for Community Education is to initiate a collaborative effort between adult and community education in the state of Tennessee. Specifically, through collaboration with the State Department of Education, the Division of Adult Education will assume a leadership role in providing community education services throughout the state.

In the spring of 1988, support for a collaborative initiative was obtained from the Governor, Commissioner of Education, and Executive Director of Adult Education. The division name was changed from the Division of Adult Education to the Division of Adult and Community Education, which reflects the change in mission and services. Follow-up meetings between staff members of the Division of Adult and Community Education and three designated Tennessee Community Education Association members were organized for (1) implementation of training sessions for adult basic education coordinators and (2) establishment of three community education pilot programs.

Long-range state goals include:

1989

Establish three adult and community education pilot programs staffed with adult and community education coordinators who were trained during 1988.

Build an interagency coalition within the private sector of the state of Tennessee to implement community education.

1990-1993

Increase services and programs established in 1989 in proportion to the level of funding obtained from public and private sources.

TEXAS

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The Texas State Plan for Community Education is a collaborative effort of the Center for Community Education at Texas A&M University, the Texas Community Education Association, and the Texas Education Agency's Division of Adult and Community Education Programs. The goals and objectives of the plan include:

- Student Achievement. Learners of all ages will be assisted in acquiring the skills needed to function adequately in society.
  - -- Identify and implement strategies for assisting school districts in meeting their student performance goals (i.e., tutorials, parent programs, preschool readiness programs).
  - -- Assist districts in coordinating and implementing prevention programs for high-risk students.
  - -- Identify and implement strategies for supplemental scholastic and enrichment goals (i.e., fine arts curricula, extracurricular programming).
  - -- Identify and implement strategies for enabling out-of-school learners to obtain skills needed for more effective functioning in modern society.
- Programs and Curricula. Well-balanced, learner-centered programs and curricula will be implemented through adult and community education so that people of all ages may realize their learning potential and lead productive lives.
  - -- Develop and implement model programs and curricula which foster early childhood development.
  - -- Develop, implement and coordinate high academically enriching extended-day programs for school-age children.
  - -- Develop, implement, and coordinate school and community-wide programs to aid at-risk students.
  - -- Develop and implement high quality, comprehensive summer learning programs for school-age children.
  - -- Coordinate summer programs to facilitate student transition from one educational level to the next.

- -- Develop and implement comprehensive wellness programs for learners of all ages.

o Teachers and Teaching. The recruitment, training, and retention of effective teachers and other professional and paraprofessional staff in adult and community education will be supported.

- -- Develop and implement district teacher and administrator inservice.
- -- Develop effective methods for recruiting community education teachers.
- -- Provide comprehensive preservice for all teachers and administrators new to community education.
- -- Develop methods for the evaluation of community education teachers.
- -- Develop methods of retaining effective community education teachers.

o Organization and Management. The organization and management of the adult and community education system will be productive, efficient, and accountable.

- -- Establish a continuous statewide strategic planning process for community education with emphasis on the identification, tracking, and management of issue-related programming and project management.
- -- Develop understanding and flexible implementation of the community education concept.
- -- Ensure that the training of all community education administrators and professional staff strengthens their abilities to manage the community education process.
- -- Institute a statewide community education information delivery and retrieval system.

o Finance. Both adult and community education programs will be funded adequately to meet the needs of learners of all ages. (Funding sources will include both the public and private sectors.)

- o Parent and Community Involvement. Parents and other community members will be partners in the improvement of schools (i.e., two-way communications projects, parenting skills, school volunteer and Adopt-A-School programs, extended facility use, prevention of substance abuse, teenage pregnancy, AIDS).

- o Innovative Delivery Systems. The statewide adult and community education network will be enhanced continually and will become more accessible to learners of all ages through the use of innovative delivery systems.

  - -- Expand existing clearinghouse functions for the dissemination of information for community education.

  - -- Investigate the feasibility of innovative delivery systems.

  - -- Develop strategies for a coordinated statewide research and development effort.

  - -- Evaluate innovative processes and products relevant to community education, including technology product development.

  - -- Develop pilot projects using innovative processes and products.

- o Communication. The vital role of adult and community education in the public education system (i.e., economic and social benefits) will be communicated in a consistent, timely, and effective manner.

UTAH

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In the state of Utah, funds allocated to school districts for community schools are to be used (1) to support the concept that the schools belong to the people, and (2) to find ways to engage the community in determining the role the schools should play in solving individual and community problems.

The state has been involved in a year-long planning process to review and update position papers. The premises of these papers, specifically that the public inevitably will decide the fate of the public schools and that the public is the base from which the schools receive their legal power and resources, were accepted. Community education was defined as (1) a process by which the people in a community are engaged in determining the role the school will play in solving individual and community problems, (2) a system through which the school in concert with its community provides programs and services to meet the needs of the people, and (3) a philosophical concept calling for an improved partnership between the community and education.

As part of the planning process, the state also conducted a long-range planning survey based, in part, upon the five National Project Indicators to determine state level development in community education. Survey results indicated the need for:

- Acknowledged spokespersons for and advocates of community education on the state and local levels.
- Planned collaborative projects/events among state community educators.
- Legislation and/or funding to assist local districts to provide comprehensive community education programs and services.
- In-service opportunities for community educators.
- Familiarity with and understanding of community education by policymakers, school personnel, the private sector, and the public.

Once the review process has been completed and final approval by the State Board of Education has been granted, the Utah State Plan will be disseminated.

VERMONT

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For the last decade, the State of Vermont has been absent from the national community education movement. There is no center for community education; there are no designated community education positions with state educational organizations; and there is no designated funding for community education activities in local school districts. On the other hand, Vermont is a state of mostly small towns and villages where the schools always have been focal points for the community, open to a wide variety of public uses, from town meetings to adult recreation.

With this in mind, the responsibility for developing "Community Education, A Plan for Vermont," became a joint effort of the Community College of Vermont (CCV) and the Vermont State Department of Education. The planning process has provided an opportunity for both the Department and the College to evaluate the status of their commitment to school-community relationships and to explore the relevance of the community education movement. The plan recognizes the vast amount of "community education" already occurring in Vermont, though frequently neither identified nor promoted under that title. The plan also recognizes that budget constraints affect both CCV and the Vermont Department of Education. Therefore, no new expenditures or positions are required during the first two years.

The goals of the state plan are to identify current activities around the state, develop a process for sharing information, promote partnerships among various agencies and schools already involved in community education, and establish a network of individuals and a structure of leadership upon which longer-term development can be based.

To ensure completion of the above goals, a five-year action plan has been developed.

YEAR 1 (1988-89)

- Form three citizen-involvement groups, called Community Connections, in order to carry out a detailed needs assessment for their individual communities.
- Circulate the plan statewide and solicit reactions and responses from school administrators, school boards, boards of selectmen, community action groups, etc.
- Bring the topic of community education to the statewide meeting of school principals in May, 1989.

- Identify community education specialists for listing in the Vermont Department of Education's Resource Agent Program and Resource Consultant Program.
- Hold one end-of-year meeting with representatives from the three Community Connections groups to compare experiences and plan local-level strategies for the next year.
- Begin plans within CCV for an annual Community Education Award, to be given to an individual, school, or group, which has made a significant contribution to the advancement of community education.
- Detail all activities during year one for the purpose of a printed manual/handbook.
- Compile a listing of all community education activities sponsored by CCV site offices or by Community Connections.
- Identify sources of funds for further development of community education activities.

YEAR 2 (1989-90)

- Form Community Connections in three or four more communities in proximity with local CCV site offices.
- Continue to develop specific community education offerings by CCV and TOP in response to the needs assessments carried out in year one.
- Experiment with the development of at least one community school in conjunction with a CCV site office.
- Present first annual Community Education Award.
- Hold second annual meeting on community education.
- Detail activities of year two in order to publish a second manual on beginning community education programs.
- Continue listing of all community education activities toward the start of a statewide data base.
- Apply to funding agencies for a salaried CCV Coordinator of Community Education to begin as a full-time position in year three.

Vermont

YEAR 3 (1990-91)

- Form Community Connections in three to five more communities.
- Begin the development of at least one more "community school."
- Present second annual Community Education Award.
- Community Education Coordinator follow through on Year 2 activities.

YEAR 4 (1991-92)

- Continue development of Community Connections in three to five more sites.
- Continue the development of activities.
- Hold statewide conference to assess both community education activities and the impact of the state plan.

YEAR 5 (1992-93)

- Continue the development and assessment of activities.
- Develop a new Five-Year Plan.

The communities of Salisbury, St. Albans, and Guilford were the first three to begin the activities outlined in Year 1. Once they began organizing in the fall of 1988, Vermont's effort to implement a Five-Year Community Education Plan was under way.

VIRGINIA

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In May 1988, more than fifty education practitioners met to identify issues (funding, leadership development, awareness, target groups, system development) that guided the development of the Virginia Community Education State Plan. The purpose of the plan is to provide a systematic and comprehensive plan for community involvement to be used by the Virginia Department of Education, the Community Education Advisory Committee, the Virginia Community Education Association, local educational agencies, and other cooperating parties. Additionally, the plan serves as a guide to develop a system of resources that will assist localities in improving the quality of education in each community by involving citizens as individuals and as members of community organizations in the education process. Based on the pre-plan needs assessment, the following goals and objectives were developed:

- o Increase state and local leadership's awareness of (a) the ability of community involvement to solve community problems and meet the educational needs of citizens; and (b) the existing resources available to localities.
  - — Provide all division superintendent school principals and department staff members with current information regarding the benefits of and resources for community involvement.
- o Provide community involvement resources to all localities.
  - — Develop and disseminate information.
  - — Develop a resource directory.
  - — Conduct training workshops and institutes for local education and community leaders.
  - — Prepare and distribute models and guidelines for the effective and cost efficient use of public school facilities.
  - — Expand the coordination of community education activities with other organizations that share common scopes of service.
  - — Develop and implement a plan to identify and secure sources of funding.

Virginia

- o Cultivate and expand the leadership in community involvement.
  - — Reestablish the Virginia Department of Education's Community Education Advisory Committee.
  - — Recognize existing leaders and promote the development of state and local professional leadership.
- o Concentrate on the identification and dissemination of community involvement alternatives that address the needs of at-risk youth.
  - -- Identify resources and disseminate information regarding existing programs that address the needs of at-risk youth.

A draft of the plan has been disseminated throughout the state for comment, with State Board of Education final approval targeted for late Spring 1989.

WASHINGTON

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The Washington State Community Education Association (WSCEA), the Washington Center for Community Education, the Office of the Superintendent for Public Instruction, and the Washington State University Center for Community Education met to organize and develop a strategy for completion of the state of Washington's Capacity Building Plan. The WSCEA took the lead role in the development of the plan. Input for the plan was gathered in three ways. (1) Six regional meetings were held to gather input from stakeholders in the development of community education programs and from people who previously had been nonparticipants in community education activities. (2) Forty-nine community education programs were surveyed for their input regarding the strengths of and concerns about community education. (3) A futuring exercise was undertaken to assess the results of the survey and to design an initial strategy for implementing the plan.

From the above efforts, this working document has been developed. Three immediate objectives must be addressed to increase the state's capacity for furthering community education:

- Legislative awareness of the potential and value of community education must be increased.
- Funding support and strategies for the development of community education must be improved.
- Collaborative building efforts must continue.

It is felt that the two state centers and WSCEA are the only available parties to accept responsibility for a statewide plan. This project has developed usable data, resulted in enhanced collaboration and networking, and established the need for greater coordination and public relations activities for community education. In addition, once the new state superintendent assumes his position (January 1989), State Board of Education endorsement is expected.

WEST VIRGINIA

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West Virginia's first State Plan for Community Education was developed and approved by the West Virginia State Board of Education in 1976. Participation in the National Project afforded West Virginia the opportunity to revise that Plan. In keeping with the goals of the Project, the state engaged in a process which would provide direction for counties which desired to continue the community education concept using state and local funds, since West Virginia does not provide money directly for community education.

The planning process included: an assessment of the status of community education in the state's fifty-five county school districts; a conference of agency representatives, citizens, and community educators to provide advice and direction for the development of a State Plan; and an examination of the State's status in regard to the National Project's five identified elements believed to be important to successful state community education development.

The following goals have been identified for community education in West Virginia. The goals are based on data generated from the assessment of school systems, the general education goals of the state, and the input of school, agency, and community leaders.

- Encourage a philosophy of education which includes a commitment to life-long learning.
- Provide opportunities for local boards of education, agency personnel, community leaders, and other decisionmakers to become better informed about community education.
- Expand the leadership base for community education.
- Develop a network of public and private agencies and organizations to develop and advance agendas related to community education.
- Identify and/or develop sources of funding.
- Expand the implementation of community education programs throughout the State.

The State of West Virginia Plan for Community Education was approved by the State Board of Education on September 9, 1988. Following a 60-day comment period, the Plan has been accepted as State policy.

WISCONSIN

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The planning process for the Wisconsin State Community Education Five-Year Plan resulted in an excellent collaboration between the State's two higher education community education centers (University of Wisconsin Madison and River Falls), the Wisconsin Department of Public Instruction, and the Wisconsin Community Education Association. Reviewed and endorsed by the State Superintendent, the 1988-93 plan represents a revision of the original plan endorsed by the Department of Public Instruction in 1979.

The plan, recognizing that there may be various facilitators of community education, emphasizes the traditional key role of the public schools. The major reasons for this key role position are that public schools are generally a community's largest tax-supported investment, the school facilities and educational resources are in close proximity to people of all ages, and the schools are able to provide a local focus for citizen needs and for community resources which might meet those needs.

The primary purpose of the State of Wisconsin Community Education Plan is to explain how community education will operate in the state and, at the same time, to reflect the potential of community education as related to the current needs of Wisconsin residents. The plan should be viewed as a document providing a framework around which new trends and ideas can develop and grow. The goals of the Five-Year Activity Plan are to:

- Create an opportunity for every school district in Wisconsin to design, implement, and maintain a community education program.
- Develop a program to increase community education awareness and establish partnerships with related public agencies and institutions.
- Design a plan for ongoing assessment and evaluation for Wisconsin community education programs.

WYOMING

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The Wyoming State Plan for Community Education was devised by and for the professional community educators in the state. Under the guidance of the Wyoming Adult, Continuing, and Community Education Association, three meetings were held to create a Plan that was both acceptable and workable and which presented a vision of community education for the short-range future.

The plan is proposed as one step in a vital, ongoing process of building on the unique strengths of individual citizens and communities to create educational opportunities to meet the special needs of Wyomingites. It is in the spirit of active collaboration and cooperation that the Wyoming plan has been developed to:

- o Improve opportunities for people in Wyoming with special needs (i.e., displaced workers, displaced homemakers, dropouts, single parents, teenage parents, isolated rural populations, seniors, and the homeless).
  - — Improve our understanding of the needs for community education in the state.
  - — Improve our knowledge of and accessibility to community education resources.
  - — Help members of the community realize their potential as learners and citizens.
  - — Provide basic "core" literacy skills to undereducated adults.
- o Maintain, continue, and enhance a positive, cooperative image of life-long learning.
  - — Develop an awareness of the level of educational services presently available.
  - — Promote the value of learning for all ages.
  - — Encourage all educational providers to endorse and help carry out the state plan.
  - — Develop a visible image of the State Association.

- Enhance the networking capabilities of those who work in adult, continuing, and community education in Wyoming.
  - Convene a fall WACCEA planning activity which allows the general membership to review and update the state plan.
  - Support a bimonthly publication.
  - Encourage the formation of a Higher Education Advocacy Committee for adult, continuing, and community education.
  - Promote the development of a statewide electronic conferencing network.
- Provide ongoing support for technologically advanced educational and informational delivery systems.
  - Identify existing electronic information and educational delivery systems (i.e., teleconferencing, electronic communication systems, satellite technology, and Governor's Statewide Information Council).
  - Support technical training efforts for providers of community education.
  - Support ongoing evaluation of electronic information and educational delivery systems.
  - Promote cooperative efforts between the state library and community education systems. (The recommendation is made that libraries be utilized as the "primary source of information.")
- Assist in the facilitation of economic development.
  - Increase membership in WACCEA.
  - Conduct a statewide needs assessment.
  - Conduct a statewide conference dedicated to economic development in cooperation with the public and private sector.
  - Increase the delivery of technical assistance and promote public awareness of economic development.
- Provide direction for Wyoming adult, continuing, and community education through leadership development.

- Provide leadership, continuity, and coordination by employing a full- or part-time staff member of WACCEA.
- Provide professional legislative advocacy at the state level.
- Establish by WACCEA Board initiative, a Wyoming Agency Support Board to coordinate state agency support for adult, continuing, and community education.
- Provide continuing education for persons in the field.